DOCUMENT RESUME

ED 374 043 SO 024 354

| | |
|---|---|
| AUTHOR | Wiske, Martha Stone; Graham, Maryemma |
| TITLE | The Great Migration 1900-1939: Enriching the Humanities through the Study of African-American History. |
| INSTITUTION | Harvard Univ., Cambridge, Mass. Graduate School of Education.; Harvard Univ., Cambridge, MA. W. E. B. Dubois Inst. for Afro-American Research. |
| SPONS AGENCY | National Endowment for the Humanities (NFAH), Washington, D.C. |
| PUB DATE | 93 |
| NOTE | 67p.; Photographs may not reproduce adequately. |
| AVAILABLE FROM | Educational Technology Center, Harvard Graduate School of Education, Cambridge, MA 02138 ($5). |
| PUB TYPE | Reports - Descriptive (141) -- Reference Materials - Bibliographies (131) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Black History; *Blacks; Demography; Higher Education; History Instruction; Institutes (Training Programs); Migration Patterns; Research Projects; *Rural to Urban Migration; Teacher Education; United States History |
| IDENTIFIERS | *African Americans |

ABSTRACT

This document reports on the "Great Migration" project at Harvard University that brought together scholars and teachers to study the roots, processes, and results of African Americans' urban migration during the period from 1900-1939. The primary purpose of the project was to enhance teachers' scholarly understanding of this aspect of U.S. history. Ultimately, it enriched the current interpretation of history and the humanities in the public schools by broadening and deepening teachers' knowledge of the history of African Americans. The major activity of the project was a 4-week institute in July 1992, which brought together 30 public school teachers for intensive study and research. The teachers returned to their schools the following fall, where they continued independent research and applied their learning to the development of curriculum units for their students. The body of the report contains a description of the project. The five sections are: (1) an introduction describing project participants and outlining the processes of planning and recruitment; (2) section 2 summarizing the Institute goals, design, and activities; (3) section 3 documenting the agenda and results more fully; (4) section 4 describing follow up activities and discussing modifications to the planned agenda; and (5) conclusions and recommendations concerning the design, conduct, follow up support, and assessment of similar institutes. Appendices list project participants, the Institute syllabus and daily schedule, teachers' independent research projects and school activities, an 8-page bibliography, and a guide to resources. (DK)

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# *The Great Migration*
## *1900-1939*

## Enriching the Humanities Through the Study of African-American History

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*The Great Migration 1900-1939*
**Enriching the Humanities Through the Study of African-America History**

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The Great Migration Project was conducted by Harvard University's Educational Technology Center at the Graduate School of Education and W.E.B. Dubois Institute for Afro-American Research in collaboration with the public schools of Boston and Cambridge, Massachusetts.

This report was written by Martha Stone Wiske and Maryemma Graham, with assistance from Jamie O'Connell. Cheryl Worthy was responsible for layout and design with assistance from Kristi Hayes. Photographs from the period of the Great Migration are courtesy of the Library of Congress. Photographs of the project participants were taken by Mary McCullough, one of the Institute teachers. An earlier draft of the report was reviewed by the teachers and Institute evaluation team, but the authors take final responsibility for any errors of fact or interpretation.

The Great Migration Project was funded by the National Endowment for the Humanities. Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the Equal Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W. Washington, D.C. 20506.

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# I. Introduction

The *Great Migration* project brought together scholars and teachers to study the roots, processes, and results of African-Americans' urban migration during the period from 1900-1939. Its primary purpose was to enhance teachers' scholarly understanding of this aspect of American history. Ultimately, it aimed to enrich the current interpretation of history and the humanities in the public schools by broadening and deepening teachers' knowledge of the history of African-Americans.

With funding from the National Endowment for the Humanities, the project was conducted by Harvard University's Educational Technology Center at the Graduate School of Education and the W.E.B. DuBois Institute for Afro-American Research in collaboration with the public schools of Cambridge and Boston, Massachusetts. Its major activity was a four-week Institute in July 1992, which brought together thirty public school teachers for intensive study and research. The teachers returned to their schools the following fall, where they continued independent research and applied their learning to the development of curriculum units for their students. Many of them also succeeded in sharing their knowledge and materials with colleagues, thereby spreading the seeds of the Institute beyond their classrooms.

## Contents of this Report

This report is designed to encourage and support others who may wish to conduct similar Institutes or to enrich school curriculum through the study of African-American history. It is addressed to a broad audience including school teachers and administrators; curriculum and staff developers; university faculty and scholars; and funders and policy makers. The body of the report contains a description of the project; five appendices provide more complete information. The Table of Contents is linked to the report by colored tabs to help the reader find relevant sections.

In the Introduction, the project participants are described and the processes of planning and recruitment are outlined. In Section II, the Institute goals, design, and activities are summarized. The Institute agenda and results are more fully documented in Section III. Follow-up activities conducted during the year after the Institute are described in the Section IV. This section also includes a discussion of modifications to the planned agenda and some reflections on effective ways of conducting Institutes like this one. In the final section we offer some conclusions and recommendations concerning the design, conduct, follow-up support, and assessment of similar Institutes.

Appendix A contains a complete list of the project staff, faculty, Advisory Board, and teacher participants. A detailed syllabus of the Institute schedule and readings is provided in Appendix B. Descriptions of teachers' independent research projects and subsequent school-based activities are provided in Appendix C. Appendix D is an extensive bibliography of print materials related to the themes of this project. Appendix E, *A Guide to Resources for the Study of African-American History and Culture in the Boston Area*, may serve as a model for comparable guides to resources in other areas.

## Participants

The collaborative leadership of this project reinforced its dual purposes: enhancement of teachers' scholarship and improvement of public education. The project was co-directed by Henry Louis Gates, Jr. and Martha Stone Wiske. Dr. Gates is W.E.B. Dubois Professor of the Humanities and Director of the W.E.B. Dubois Institute at Harvard University. He is a prolific author and scholar of African-American history and literary criticism. Dr. Wiske, who co-directs the Educational Technology Center at Harvard's Graduate School of Education, conducts research on teaching for understanding and promotes school/university collaboration to improve research and practice. The summer Institute was led by Dr. Maryemma Graham, Associate Professor of English and African-American Studies and director of the Project on the History of Black Writing at Northeastern University. She was also a Fellow at the W.E.B. Dubois Institute. The Institute included presentations by a distinguished group of scholars who discussed the social, economic, political, cultural, and religious aspects of the *Great Migration*. Dr. Graham not only provided her own historical perspective, but also guided participants to integrate ideas from the readings and from guest presentations. Dr. Wiske was responsible for overall development and direction of the project. Drs. Wiske and Graham worked closely throughout the life of the project to achieve a tight weave of deep scholarship and effective teaching practices and to build mutually beneficial bridges between the university and school worlds.

The project staff strengthened these connections. The Project Coordinator, Lisa Gregory, was a graduate of the Harvard School of Education, whose special interests included African-American history and multicultural perspectives on literacy development.

## Table I

Application Packet
*The Great Migration Summer Institute*
**Application deadline: April 3, 1992**

Dear applicant,

We are very pleased that you have chosen to apply to our 6 July-31 July, 1992, Summer Institute, *The Great Migration*. As you recall, this Institute is a joint effort of the Educational Technology Center at the Graduate School of Education and the Du Bois Institute of Harvard University with support from the National Endowment for the Humanities. The Summer Institute promises to be a fascinating opportunity to exchange ideas and to work toward improved learning in the schools. This letter will provide you with an overview of the Institute as well as information about the role of Institute participants.

The Institute's theme, *The Great Migration*, provides a vehicle through which teachers can learn about African-American history from 1900-1939. Institute faculty will address the following topics: the Harlem Renaissance and the New Negro Movement, changing roles of Black women and men, the Black Press, industrialization, and historical forces of migration. Institute workshops will provide teachers the opportunity to select and conduct research on a topic of their choice and to develop a curriculum unit. These activities will be accompanied by support from the Institute both during the Summer Institute and in the 1992-1993 school year.

Additionally, participants will be provided with a study packet and will become familiar with a range of historical and curricular resources. Participants will receive a $1,000 stipend for full participation in Institute activities. The Institute will also capitalize on a participant's ability to share her work with others in her school or school system.

This project has been developed in collaboration with the Cambridge and Boston Public Schools. Both individuals and teams of teachers are encouraged to apply. Applicants will be selected so as to assemble a group of teachers with a range of experience and a complementary set of strengths, perspectives, and backgrounds. This application packet includes this letter, your application (2 pages), and a "letter of support" form. We look forward to receiving your application.

Sincerely,
Lisa Gregory
Project Coordinator

**APPLICATION**
**Application deadline: April 3, 1992**

Send to: Lisa Gregory, Nichols House, Harvard Graduate School of Education, Cambridge, MA 02138
Telephone: 496-6074

Your name: Last First Middle
Home address: Street City Zip
Home Phone:

School Name:
Address: Street City Zip
School Phone:

What subjects and grade levels have you taught?

What subjects and grade levels do you expect to teach in the 1992-1993 academic year?

Years of teaching experience:

Please write a brief statement (no more than 2 pages) addressing the following questions:

- What draws you to this Summer Institute both personally and professionally (be sure to highlight your interest in African-American history generally and in the Great Migration specifically)? Please note that knowledge of African American history is not a prerequisite for acceptance to the Institute.

- How would you like to alter your Social Studies classroom activities and how do you anticipate the Institute may enable you to achieve those goals?

- What are some ways that you might be able to extend your work in the Institute to others in your school or school system?

Ms. Gregory was succeeded by Jaime O'Connell, a Harvard University student majoring in Social Relations. The Project Assistant, Andrea Myers, was a recent graduate of Hampton University who majored in art and helped to organize an exhibit of William Johnson paintings after the institute. To build effective bridges between the university and our partner school systems—the Boston and Cambridge Public schools—we hired a liaison from each of these school systems. The Boston liaison, Peggy Kemp, had been social studies curriculum coordinator for the district and served as a history teacher and department chairperson at one of the high schools. The Cambridge liaison, Anna Roelofs, was a part-time staff developer for the Cambridge Schools with special expertise in using primary sources to teach history from multicultural perspectives. With support from their superintendents, both of these resource people consulted with the project administrators about every phase of program publicity, recruitment, and design. They also worked approximately half-time during the Institute as consultants to teachers about connecting their research to curriculum development and lesson design. Caroline Hunter, who was both a graduate student at Harvard and a teacher in the Cam-

## Table I (cont.)

Please check the following statements to indicate your agreement:

____I have attached a "letter of support" (please see the form on the following page) from:

___ Administrator/Principal

*or*

___ Department Head/Curriculum Chair

If accepted to the Summer Institute:

I will attend the Summer Institute beginning in the late afternoon of July 6 and continuing 9-4 every weekday until July 31.

I agree to design and teach a curriculum unit with my students in the 1992-1993 school year based on what I learn during the Summer Institute.

I will receive a $1000 stipend, as well as reading materials and follow-up support, for full participation in these activities.

Signed:

Date:

*This project is funded by the National Endowment for the Humanities. Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the Equal Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506.*

**Letter of Support**
**for Applicant to the Summer Institute**
**July 6 - 31, 1992**

*The Great Migration: The Growth of Modern American Black Society* is sponsored by the Du Bois Institute and the Graduate School of Education at Harvard University with support from the National Endowment for the Humanities.

The Great Migration Institute is designed especially for history and social studies teachers to help them deepen their study of African-American history, and to encourage them to incorporate this scholarship into classroom practice. Participants will be required to attend each day of the 4-week Institute, to conduct an independent research project, and to design and teach a curriculum unit in their own classes drawing on their Institute experience. We would appreciate your comments regarding the applicant below in order to help us select participants who are particularly able to benefit from and contribute to this endeavor.

Applicant's Name Applicant's School
Supervisor's Position Supervisor's Name
Supervisor's signature
Date

Why do you think it would be particularly valuable for this person to participate in the Institute?

How do you expect his or her participation would address priorities in your school?

What kinds of support will you provide to help him or her to extend and apply the Institute experience to the improvement of classroom practice? Please check those which you can provide and feel free to describe others.

___Allow the teacher to use one or more in-service days to attend follow-up meetings during the 1992-93 school year.

___ Encourage the teacher to teach a curriculum unit based on research done in connection with the Summer Institute.

_Allow the teacher and his or her class to make one or more field trips in connection to Institute-related activities.

___Help the participating teacher extend the activities of the Institute to other teachers.

___Other?

Thank you for your assistance. If you have any questions about the Institute, please feel free to call Lisa Gregory, Project Coordinator, at the Educational Technology Center, Harvard Graduate School of Education, 496-6074.

teacher in the Cambridge schools, also advised this project about ways of building effective collaborative scholarship.

The staff carefully selected participants in the Institute to yield a diverse, committed, and resourceful cadre of skilled teachers with scholarly interests. School liaisons helped design the process for recruiting and selecting teachers. Their advice was invaluable in connecting the project activities to the accustomed routines and expectations of school people. We distributed initial publicity about the summer institute throughout the school systems in the area, with a special focus on Boston and Cambridge where we sent information to all principals and to all high school teachers of English, social studies, and bilingual education. Application Packets were mailed to all those who requested them (See Table I).

The Application Packet provided some information about the Institute goals, activities, and compensation (a $1000 honorarium for participants who attended the Institute and completed a follow-up project in their schools). Applicants described their goals for attending the Institute and their plans for enriching their own practice and the study of humanities in their

**Table II**
**Range of Teacher Participants**

| | |
|---|---|
| **Race:** | 18 African-Americans<br>11 Whites<br>1 Hispanic |
| **Gender:** | 21 Women<br>9 Men |
| **Subjects Taught:** | 11 History<br>4 English<br>2 Art<br>13 Multiple subjects |
| **Position:** | 26 Teachers<br>2 Librarians<br>2 Racial Integration Coordinators |

schools. They also submitted a letter of support from their school administrator. The staff reviewed all applications on three criteria: clarity of statement of interest, scope and specificity of plans for enriching practice, and degree of support from administrators. These criteria along with a desire for diversity shaped the final selection. As shown in Table II, the thirty participants reflected a balance on race, gender, grade level, subjects taught, and position. Participants varied in prior level of scholarship in this field, field of interest, and prior participation in similar teacher development experiences. The majority of participants came from the two partner school systems, but a few very strong candidates were included from surrounding suburban districts and one from New York City.

The elaborate recruitment and selection process proved to be well worth the effort. Participants in the summer Institute constituted a remarkably vibrant, intellectual, and congenial community of teachers/learners who developed a rich and wide-ranging set of activities in their schools during the following year.

A group of advisors provided valuable guidance at key points about both the substance and activities of the project. They reviewed the syllabus before the Institute and made important suggestions about readings and activities. They also met after the Institute to consult about follow-up activities. Several members of the Advisory Board made presentations during the Institute and attended some of its sessions. Their involvement helped connect Institute participants to the surrounding community of scholars and cultural resources.

A team of outside evaluators, John Cawthorne and Katherine Viator, designed and conducted an assessment of the Institute's activities and results. Their consultation helped to sharpen our statement of goals and document our progress during and immediately after the Institute. One recommendation they made was that evaluation of summer Institutes should encompass more than just the immediate results accomplished during the Institute itself. Assessment should also document the work that teachers do during the ensuing year as they attempt to integrate scholarship with curriculum development and classroom practice.

Appendix A includes a complete list of project staff, consultants, teachers, faculty, and advisors.

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## II. Institute Goals, Design, and Activities

### Goals

The primary goal of this project was to enhance teachers' scholarship about a particular period of American history in ways that would enable and inspire them to continue learning about the humanities and to enrich their practice with this ongoing research. Teachers were exposed to a wide range of scholars and resources addressing the key events and alternative interpretations of the *Great Migration*, including social, economic, political, and cultural perspectives. This specific period of history provided an occasion for learning about alternative theoretical frameworks and methods of conducting historical research, and introduced a wide range of resources including print materials, art, music, and special institutions and projects whose programs are related to the *Great Migration*. Besides reading and listening to a range of distinguished scholars, teachers conducted an independent research project of their own design. Through these projects teachers defined and pursued their own interests while developing knowledge and skills necessary to continue their learning. In order to help teachers develop ways of linking their scholarship to their practice, we paid some attention to methods of incorporating multicultural perspectives and historical inquiry into school curriculum. At the end of the Institute teachers presented preliminary findings from their independent research along with plans for extending this scholarship and integrating it into their school practice. The presentations helped teachers consolidate their research progress and endorsed their participation in a community of scholars.

### Design Rationale

The guiding principle underlying the design of this project was that teachers should experience the methods of scholarly research and effective teaching that we hoped they would incorporate into their own professional practice. The educational approach modeled by the Institute reflects a belief that teaching for understanding is primarily a process of helping learners make sense of ideas and use them to address their own priorities rather than one of simply transmitting knowledge from a source to a recipient. Understanding develops from interwoven opportunities for reflection, exposure to new ideas, discussion, and demonstration of knowledge and skills with constructive responses from teachers and fellow learners. It is enhanced when members of a learning community join reciprocally in teaching and learning. Accordingly, the Institute incorporated the following kinds of activities:

- help participants clarify their own knowledge and interests
- inform participants of a range of conceptual frameworks, scholarly methods, and points of view concerning the *Great Migration* period
- support participants in framing and conducting their own independent research projects
- introduce participants to a rich variety of primary and secondary resources, including documents, visual materials, artifacts, music, video, research organizations, special collections in libraries and archives, and scholarly experts provide suggestions about translating scholarship into effective curriculum and teaching activities for school-age students
- encourage participants to serve as consultants to one another
- model a process of treating all members of an intellectual community with courageous respect for themas multi-faceted people
- create multiple occasions for participants to demonstrate their growing understandings, reflect on their progress and goals, and provide and receive constructive criticism with Institute leaders and fellow participants.

The principles underlying the Institute design also shaped activities during the following academic year. These are described more fully in Section IV. The follow-up activities sustained the cycles of learning and teaching among the community of scholars that developed during the Institute.

*Institute Agenda and Components*

An important component of the Institute was lectures and presentations by noted scholars along with a significant quantity of reading. In these ways, participants learned about a broad range of perspectives on the period, as well as variety of analytic lenses and methods of historical scholarship. In keeping with the philosophy of helping participants construct understanding, we balanced intensive exposure to new knowledge, with opportunities for participants to reflect on their own ideas, pursue their chosen scholarly interests, integrate and synthesize their research, and plan ways of connecting this scholarship to their practice. Formal presentations were supplemented by Indepen-

dent Research Projects (IRPs), journals, a Resource Room specifically developed for the Institute, and regularly scheduled informal gatherings.

*Planned Agenda*

The planned agenda followed a similar pattern each week. Mornings generally involved more formal lectures or presentations. Afternoons usually included time for some combination of field trips, independent research, informal discussions, and reading and writing. Guest presenters usually came on Tuesdays and Thursdays. They spent a full day at the Institute so that they had time both to present their particular perspective on the *Great Migration* and on historical scholarship and to interact more informally with participants. On Mondays Dr. Graham introduced the major themes for the week and connected them to the overall Institute design. Wednesdays were also lead by Dr. Graham and generally focused on discussion of readings. Fridays included examination of local resources or independent research. A more complete description of the Institute Agenda can be found in the next section and the full syllabus is listed in Appendix B.

At the beginning of the Institute we emphasized presentations from experts and introduction to local resources that teachers might use for their independent research projects. By the latter half of the second week a larger proportion of time was scheduled for participants to conduct their independent research and to consult with staff and one another about their projects.

*Independent Research Projects*

We anticipated that many teachers would not have had much experience in framing and conducting their own research. Thus the Independent Research Projects were clearly outlined at the beginning of the Institute, including specific assignments to help scaffold and structure this work. Teachers had opportunities every week to consult with staff members and to discuss their research progress both in small clusters and with the whole group. In the first week of the Institute participants described their particular interests that might become the focus of their independent research project. They presented their preliminary ideas to the group and time was provided for people with similar interests to meet. This allowed them to exchange ideas, to share resources, and to design complementary projects. In the second week, participants provided more detailed descriptions of their project plans. These were posted in the meeting room and participants were encouraged to seek

out colleagues who might help them pursue their project. Several participants developed collaborative arrangements, made trips to the library together, shared copies of resources they found, and exchanged ideas. During the second week, the staff met to review participants' project plans. They allocated their time as project advisors, based on staff people's expertise in relation to participants' interests. These pairings continued throughout the Institute and allowed staff to follow each participant's progress.

During the final week, each participant made a presentation to the whole group summarizing the fruits of his or her research. Participants also described their plans for applying their research in their own classrooms. We billed the presentations as works-in-progress—opportunities to synthesize and present current understandings and hear comments from fellow participants.

We maintained these structures for consulting with teachers after the Institute, at least to a limited degree. Teachers were encouraged to make contact with Institute staff during the school year if they wanted further support in extending their research to the classroom. Institute staff made visits to teacher's classes and provided suggestions over the telephone.

*Journals*

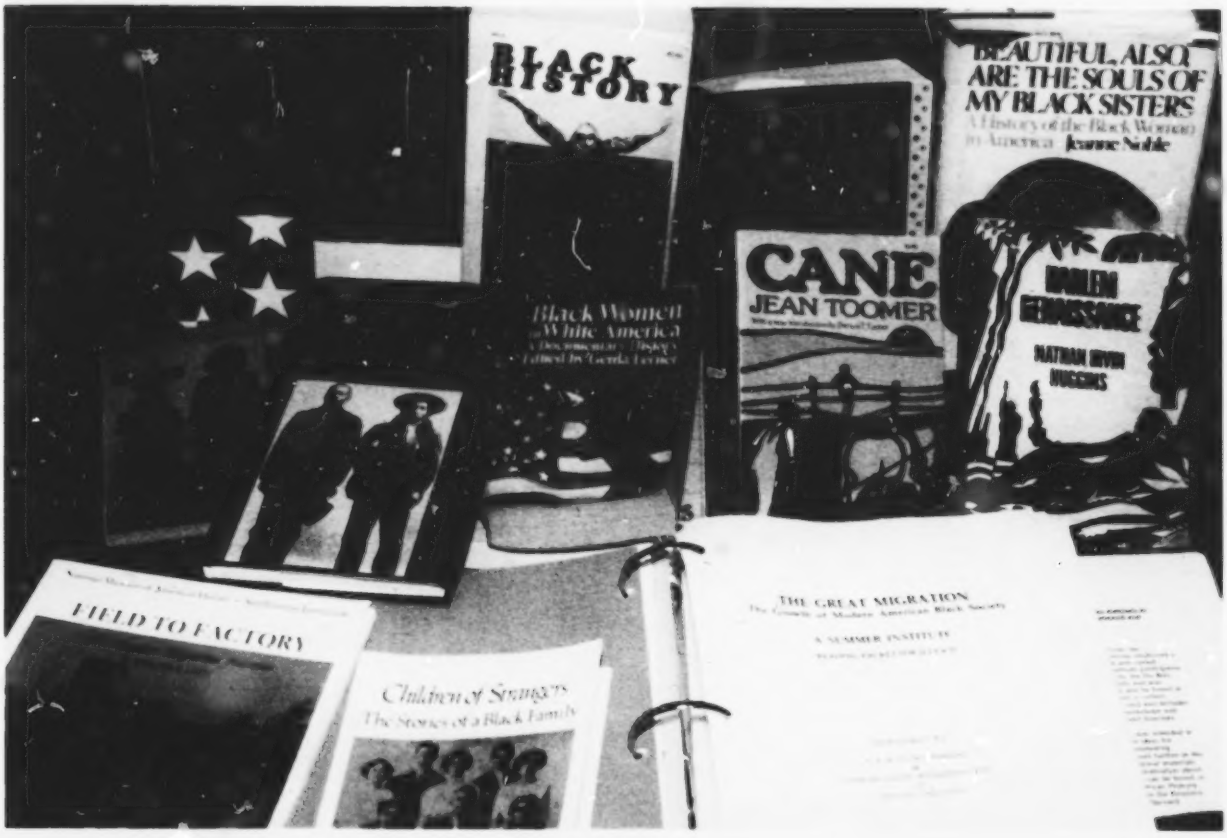
Each participant kept a daily journal during the Institute that served several purposes. First, it reminded participants about their own learning goals and progress, and about ideas or resources they wished to pursue. Second, it communicated with Institute staff in a comtemplative and private way about teachers' reactions and concerns. Third, it provided a model of an effective teaching strategy that the teachers might wish to use with their own students. We suggested that teachers write about the following themes in their journals:

- reflections on history—what has been learned, questions raised
- next steps—thoughts both about using new knowledge to change practice and about people, ideas, and other resources to pursue
- school change—ideas about ways of connecting with teachers and changing school programs
- personal observations—reflections on participants' personal history and goals in light of the Institute experience.

The schedule included time during every day for journal writing. Every week each journal was read by at least one of the Institute staff who answered questions and provided other responses. The journals created an important supplementary communication channel for Institute participants and staff. They helped to identify some subtle reactions, particularly experiences of vulnerability, anxiety, and anger, that were difficult to share during verbal conversation. Because the staff read journals frequently they recognized these feelings and attempted to address them during the Institute.

*Resource Room*

The Resource Room gave teachers easy access to a range of materials that might help them conduct their



research and extend the Institute to their classroom practice. It contained related books gathered from local libraries, descriptive pamphlets and sample materials from related projects (e.g., archives, research projects, curriculum materials), posters and photographs. It also housed materials that participants brought to share with one another. As the Institute progressed, the participants' own offerings became an important means for teachers to demonstrate, appreciate, and share their expertise. Participants brought their own books, audio tapes, curriculum materials, and art works. The room—located in a building near the meeting room—was accessible during the hours of the Institute. It might have been even more valuable if it had been larger, convenient to a place where participants could quietly study materials, and accessible during evenings.

A preliminary listing of resources contained in the Resource Room was subsequently expanded to include a broader range of resources to support African-American history research and education. This document was given to all Institute participants and is included in Appendix E.

*Informal Gatherings*

Coffee and refreshments were provided during the hour before each day's official agenda began. Many participants made a habit of arriving early to read, to chat, or to write. A substantial lunch was also provided every day along with a full hour to enjoy the meal and talk. Participants and staff members came to know more about one another during these informal exchanges and often discovered shared interests. The intense conversations, happy laughter, and fluid mingling during these times suggested their importance as a complement to more structured periods of scholarship. Each week we held an informal reception in the late afternoon following the Institute. We timed these gatherings to include guest presenters and also invited teachers, scholars, and other local resource people interested in the *Great Migration*. Receptions gave Institute participants an opportunity to build relationships with a wider community of interested scholars. They also served to publicize the Institute and its larger purposes among scholars and school people in the region.

## III. Institute Agenda and Results

The speakers and source materials for the Institute encompassed three major areas: history and the social sciences; cultural studies including art, literature, and music: and theories and methods of education, especially in the humanities. The breadth of these offerings was potentially both a strength and a weakness. The diversity of readings and opinions enabled participants to approach the *Great Migration* from different perspectives, resources, and methods of inquiry. The quantity of ideas, materials, and opinions could be daunting, however, especially for people relatively unfamiliar with this field and subject. Accordingly, the Institute structure followed a consistent pattern each week. Furthermore, every week emphasized a set of themes introduced at the beginning of the week and re-examined during regular discussion periods. In this section we present the rationale for selecting readings and summarize the themes and activities of each week. A detailed syllabus of readings and activities is provided in Appendix B.

### Readings

An extensive selection of readings, distributed to all participants, outlined the broad domain of the *Great Migration* and served as a sampler of the available material. Readings encompassed the earliest writings on the topic and very recent publications, primary and secondary sources as well as tertiary critiques, accounts focused on the experience of individuals and more thematic pieces. Dr. Graham oversaw preparation of the syllabus and the reading assignments, incorporating recommendations from each guest presenter while keeping an eye on overall coherence, completeness, and quantity of work for teachers.

Participants received a "migration primer" to read before the Institute began. It gave everyone a common foundation and set the tone and the context for the Institute, both in terms of the range of subject matter and the level of rigor required. The primer included the catalog of the *Field to Factory* exhibit, which represents the *Great Migration* with artifacts, photographs, and commentary including oral histories. The catalog, written by the exhibit curator Dr. Spencer Crew, provides a thoughtful yet easily accessible summary of the causes, process, and effects of the *Great Migration*. With vivid photographs, it is a good introductory reading for a broad audience. The primer also included readings that sensitized teachers to the difficulties inherent in the use and study of history and outlined the evolution of migration studies as an amalgam of labor history, black studies, and the new social history.

This preliminary set of readings served three goals:

1. It grounded all participants with a common set of assumptions about the migration as an historical proccess and a central research theme in contemporary scholarship;
2. It prepared teachers, many of whom had not participated in graduate studies for some time, for a rigorous diet of reading which continued throughout the Institute;
3. It helped teachers formulate questions and identify issues to bring to the Institute so they could hit the ground running.

The Institute syllabus covered a wide range of material from a very early piece by W.E.B. DuBois entitled the *Propaganda of History* from **Black Reconstruction**, to James Grossman's book **Land of Hope** which examines the particular experiences of people who left Mississippi for Chicago. Intimate stories of individuals were represented by the letters of migrants published in **The Journal of Negro History,** in 1918. These complemented more analytic pieces based on formal research, such as those found in **The Great Migration in Historical Perspective,** edited by Joe Trotter, perhaps the best summation of the work done on the migration to date. We selected readings and presentations carefully to include stories about women and men, about different geographical regions, and about people from different class backgrounds so that the diversity of migration experiences was revealed. Sara Lawrence Lightfoot's **Balm in Gilead**, James Comer's **Maggie's Dream,** and Nicholas Lehman's account in **The Promised Land,** tell the stories of migrants whose experiences differed dramatically.

Weekly reading assignments were heavy, maybe too heavy at times. The syllabus clearly indicated required readings for particular days as well as additional optional recommendations. At the beginning of each week Dr. Graham provided a survey of the week's themes and explained how specific readings were relevant. Guest presenters assigned material related to their lectures. Additional assignments clarified connections and relationships across presentations. Themes from the readings were highlighted during presentations on specific topics and revisited in summary discussions each week. As teachers became clearer about their priorities, we encouraged them to become more selective in their approach to the readings, focusing on selections related to their particular interests and skimming the others.

## Week-by-Week Agenda

The opening reception of the Institute included the Advisory Board members and other local scholars as well as all Institute participants. Dr. Henry Louis Gates, Jr. gave the keynote address. He examined reasons for broadening the range of perspectives incorporated into history curricula in schools and argued for including the experiences and productions of Black Americans in studying the humanities. The ensuing discussion established a tone of vigorous debate and informed discussion that continued throughout the month.

*Week 1- Overview of Push and Pull Factors*

The Institute proper began the morning after the opening reception and continued each weekday from 9 a.m.until 4 p.m. for the remaining four weeks. Dr. Spencer Crew, curator of the Smithsonian Institute's *Field to Factory* exhibit, gave the introductory lecture illustrated by slides taken from the exhibit. His presentation demonstrated the powerful effects of visual materials as historical sources. He also showed how to pursue personal interests through rigorous scholarship developed into public education materials. Dr. Crew's lecture analyzed social, political, and economic forces that pushed people from the South and pulled them to the North. He introduced themes such as the Black press, religious and social organizations, job opportunities, and cultural developments that subsequent speakers analyzed in greater depth.

On Wednesday, Dr. Graham presented an overview of African-American history. She introduced a framework that organizes the African-American experience into four periods of development beginning in Africa. Each is characterized by different kinds of work, cultural experiences, and social developments for black people. Dr. Graham emphasized the centrality of the *Migration* as the major change in the social, economic, and political lives of black Americans and as a key period for the entire nation. Besides placing the content of the Institute into broad perspective, Dr. Graham oriented participants to the daily rhythms and requirements of the Institute.

On Thursday, Dr. James Banks gave a lively presentation that modeled ways of actively engaging learners in analyzing readings and relating new information to their own experiences. He presented excerpts from letters written to and by migrants/immigrants and helped teachers analyze the information they contained and the emotions they invoked. By conducting a lesson comparable to what teachers might do with their own students, Banks raised important questions about educational goals—knowledge, caring, and action—and demonstrated effective teaching approaches. In the afternoon, Dr. Banks presented a framework for analyzing alternative approaches to multi-ethnic studies ranging from absence, to superficial inclusion, to integration of multiple perspectives on history. Teachers used this framework to analyze their own schools' present programs and to think about how they could promote change in curricula and classroom practices. Dr. Banks organized small groups of teachers to discuss problems they perceived in their home school systems and to develop solutions or approaches to those problems.

These discussions encouraged teachers to regard their participation in the Institute, and their ongoing research, as steps toward effective professional action. In this light, research appeared to be legitimate and essential work for teachers, not the exclusive province of university scholars. By the end of the first week, we had begun to develop an accessible, meaningful language and set of lenses through which Institute teachers could study the *Great Migration* and envision new approaches to their teaching practice.

On Friday, participants learned about relevant collections of resources at Harvard University and elsewhere in the Boston area. They learned how to use the computerized reference data bases at the University, and had time to begin outlining their independent research projects.

*Week 2 - Patterns of Movement & Settlement*

As she did every week, Dr. Graham introduced themes for the week's work and led a discussion of readings on Monday. Dr. James Grossman, the guest presenter on Tuesday, gave a scholarly talk about alternative approaches to history, including recent developments in the "new social history," which has yielded a wealth of information about why and how people migrated. Grossman stressed the importance of distinguishing between history as artifact versus history as perception. He emphasized the role of individual choices in contrast to more structural explanations for migration. By contrasting concepts such as cause vs. motivation, external vs. internal factors, family vs. institutions, independence vs. emancipation, he gave teachers a fuller sense of the historical debates surrounding the study of migration. Dr. Grossman illustrated his themes with examples from Chicago history, and encouraged teachers to use *The Chicago Defender* and other black newspapers as historical sources.

Later in the week, Dr. Charles V. Willie extended the focus on individuals' experiences by discussing the role of black families during this period and the impact of the *Great Migration* on family relationships. He presented the questionnaire he uses for his research on black families, thereby introducing students to case study methods as a form of social science research. Using illustrative cases from his own work, Dr. Willie characterized several types of family contexts and patterns of migration. He outlined a "theory of complementarity" as a way of understanding how black families adapted to particular circumstances in both the South and the North. This view focuses on ways black men and women modified their accustomed roles and altered family patterns so that their families might achieve success despite disadvantaged economic and social circumstances.

On Friday, a panel of local scholars associated with various history projects complemented Dr. Willie's presentation by describing their methods of conducting individual oral history interviews. The four scholars described their interview methods in relation to their research projects with women, ethnic groups, and local history. Important themes included: 1) the value of telling stories in different ways, 2) the nature of a distinct, authentic voice, and 3) the importance of material culture from daily life, such as legends and songs, for revealing the history of a period. Teachers readily saw applications of these methods and lessons to their classroom work.

*Week 3 - African-American Migration and the Role of Black Women*

During the third week we reconsidered many of the basic themes raised by the Institute, such as the reasons for the migration, the forces that pushed and pulled people, the role of education, families, and other institutions, and the nature of daily life before and after migration. This time, however, the focus was on the role and experience of women. Dr. Carol Marks divided her presentation into two parts: one discussing the economic aspects of the *Great Migration* with particular emphasis on women's work, and the other discussing the dynamics of race and gender in the classroom. She identified the major activities of women before migration (e.g., staying behind to maintain the family while another member made the initial journey North, earning money for transportation) and the ways women were employed after migration. Black women who moved North were extensively employed, mostly as domestic workers shifting gradually from live-in situations to day work. Organizations of women workers, such as that of washer women, were important factors in the work place, but are rarely acknowledged even in many new histories of the *Migration*. Marks noted that black women modernized less quickly than their male counterpart. Nevertheless, women made powerful contributions to the emerging black communities in the North through their organizing networks, their community involvement,

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and their monetary support for many service organizations and support groups.

Dr. Marianna Davis elaborated the theme of women's history by sharing her research on black women. She cited the union organizing accomplished in New Haven by women during the *Great Migration*.

The final guest presenter during the third week was Dr. Cheryl Gilkes, who focused on the ways black women especially used their churches and religious communities to provide support structures during the *Migration*. Through their participation in black churches, women became agents of culture and tradition as well as promulgators of activism and change. Women managed to extend their traditional roles in families to incorporate responsibility for educational leadership, both secular and religious. Women also built extensive support networks through religious and social organizations, that helped to compensate for the disruption of traditional family patterns sometimes associated with the *Migration*.

Dr. Gilkes also talked more generally about the evolution and power of the Black churches during the period of the *Migration*. She gave a lively and informative presentation on the sanctified and Pentecostal churches as particular manifestations reflecting transformation of Black religious activity as a result of the *Migration*. Women used the sanctified church's emphasis on evangelism or teaching to expand their freedom and authority within the church and the wider community. Gilkes' perspective illuminated the interwoven forces of new organizations in the black church, advancement of black women, and the different phases of black migration history.

Each of these historians described her methods, as well as the contents of her scholarship. The variety of forms and sources of data, the range of methods of analysis, and the remarkable persistence with which these scholars pursued their research provided vivid and inspiring examples to teachers as they continued their own research projects.

*Week 4 - Urbanization of American and African-American Culture*

The fourth week focused on the impact of migration experiences on artists, musicians, and writers. We discussed the Harlem Renaissance as a cultural explosion that broadcast the voices of a whole generation of Black people across the country and beyond. Removed from slavery in the South, people who made the northern trek felt a greater sense of their own aesthetic potential. They gained momentum through the writings of a host of poets, playwrights, and fiction authors, as well as works by visual artists and musicians. As conditions began to change in the 1930s, Blacks began to recognize the failure of their migration dreams, bringing forth new forms of literary expression as exemplified by the work of Richard Wright.

Visual artists highlighted and intensified the multiple meanings of the migration. Dr. Richard Powell gave an excellent analysis of the life and work of Jacob Lawrence, focusing on Lawrence's technique of social realism in painting. Dr. Powell demonstrated a process for engaging students in seeing art more vividly and gradually encouraging them to express the associations and interpretations the art evokes. With Dr. Powell's guidance, teachers studied slides of Lawrence's *Migration Series* of paintings. They saw in broad relief many of the themes we had discussed throughout the Institute, and developed a greater sense of how art magnifies and condenses the experiences of life. Dr. Powell endorsed teachers as able viewers, capable of appreciating the paintings on many aesthetic and thematic levels, and showed them how to orchestrate similar experiences for their own students. Dr. Powell also shared his penetrating and acute perspective as an art historian, pointing out, as example, Lawrence's use of the ladder motif to emphasize movement and progress. He showed how Lawrence's use of color conveyed the sense of excitement and promise or of despair and disappointment.

Dr. Graham concluded the Institute with a presentation on literature from the *Migration* period. She focused on the flourishing of a community of writers both in Harlem and in other cities during the period of the *Migration*. Her analysis illustrated the range of themes and forms treated by writers and the factors in the world of literary criticism that consign writers to fame or obscurity.

During the final week of the Institute, all teachers gave a presentation summarizing the results of the ongoing research, including a summary of their sources and methods, a synthesis of preliminary findings, and an outline of plans for connecting the Institute to their practice. These sessions complemented the more formal scholarly presentations and illuminated related themes, such as the role of children in the *Migration*, the rise of black music, the impact of the black press in promoting the *Migration*, and the work of specific black artists during this period. Teachers' presentations also offered a range of models of teaching styles and curriculum designs. Appendix C contains a summary of each teacher's independent research project.

## Modifications to the Planned Agenda

All significant components of the planned syllabus were completed on schedule. For the most part the agenda seemed well designed to address the Institute's purposes and its participants' needs. We did make some adjustments to address two significant concerns that participants identified. One was the need for additional time and support for conducting independent research. The other was dealing with issues of race and gender

*Building Bridges between Research and School Practice*

We had expected that teachers would require significant support in conducting their independent research projects, but we found that we needed to provide more tailored scaffolding than we had originally anticipated. Teachers varied considerably in their readiness to undertake independent research. Some knew when they applied to the Institute what they wanted to investigate; some were already familiar with local libraries and other resources; some were accustomed to conducting independent inquiry and writing to further their own scholarship. Others were considerably less prepared to make effective use of the time for independent research. Most teachers felt some anxiety about designing, conducting, and presenting their projects—even though we emphasized that we did not expect them to complete their research within the four weeks. Their anxiety was particularly notable near the beginning of the Institute when we scheduled more time for input from scholars, and teachers were less clear about the focus and requirements of the independent research.

In response to their varied and intense needs, we assigned a staff member to consult with each teacher. As noted earlier, these pairings took advantage of particular interests and expertise. The continuity in consultation, supplemented by meetings with other staff when needed, seemed to be an important source of support for teachers as they worked on this complex and demanding aspect of the Institute. Anxiety about the research diminished for most teachers as the Institute progressed and we allocated proportionately more time each week for independent work.

Our experience suggests that many teachers are eager and able to pursue scholarly interests with vigor and to develop myriad inventive ways of connecting their scholarship to classrooms. These activities are not widely encouraged in most schools, however. In order to develop these interests, teachers need tailored, sustained assistance from scholars as well as access to resources. They also need administrative support in their schools. Our early efforts to build support with district and building administrators paid off as teachers requested funds, time, and opportunities to share their Institute experiences with their students and colleagues. In short, the independent research projects required a great deal of work from teachers and careful assistance from staff. Nevertheless, they proved to be a crucial bridge in linking the scholarship of the Institute to classroom practice.

*Building Bridges across Gender and Race Differences*

We modified the planned agenda to address participants' emerging concerns about dealing with racial and gender tensions, both among ourselves during the Institute and with teachers' classes when they returned to school. Both tensions were built into the content of the Institute and into its structure, given the racial and gender diversity of participants, staff, and presenters.

Attention to gender issues was explicitly incorporated into the Institute agenda. A number of readings and at least two presenters focused particularly on the experiences and contributions of women during the *Great Migration*. These elements of the syllabus stimulated broader discussions about gender roles both during this period of history and among the members of the Institute.

Race relations were similarly implied by the Institute agenda, but not as fully addressed by the planned agenda. Racial tensions began to surface during the second week of the Institute in journal entries. Some participants noted that they felt excluded or uncomfortable around some fellow participants, that they sometimes felt misunderstood or dismissed because of their race. Awareness of racial tensions rose to the surface when one of the presenters, Carol Marks, described her own challenges in helping her students deal with strong emotions (of anger, sadness, guilt) in studying the history of the *Migration* period. She described a difficult incident in her class, including a confrontation between a white student and black students. She asked participants how they would deal with such a situation. The conversation drew out many feelings and ideas not only about teachers' interactions with their students, but also about their experiences within the Institute. They urged that we become more explicit, brave, sensitive, and thoughtful in our interactions with one another.

As a result we scheduled time during the Institute for our group to discuss its own dynamics, in

cluding our attention to racial and gender tensions. We read an article about teaching and learning about racial identities and discussed it as a springboard to examining our own process. The journal entries and conversations with participants suggest that these steps helped to deepen the level of interaction among most members of the Institute and to support more honest expressions of feelings and perceptions. Several participants described this Institute as an unusually rich opportunity to examine race issues and to develop more intimate relationships across racial divides.

Yet racial tensions were by no means resolved. During teachers' presentations of their research projects and curriculum plans, a heated debate arose about the merits and disadvantages of discussing stereotypes about racial groups. On one hand, stereotyped images exist in visual and verbal forms. Unless they are discussed, students may not learn to distinguish between stereotypes and more nuanced, accurate portrayals. On the other hand, stereotypes may reinforce rather than challenge common misconceptions, unless particular care and time are devoted to discussing them. This debate was valuable and revealing for most participants in the Institute and a measure of their level of honesty. At the same time, it was painful for some people who felt that participants made attributions during our discussion that in effect stereotyped them. We did not completely remove this pain, or resolve the debate. We did, however, embark on a productive discussion. We continued this discussion during a follow-up reunion a few months later when we invited a guest speaker to present strategies for discussing stereotypes and other controversial issues in the classroom.

What lessons can we draw from our experience? One is that racial tensions in such gatherings should be expected. Second, many people do not know what to do with their feelings about racial tensions. Feelings of anger, hurt, insecurity, get mixed together and people often have trouble sorting out what they think, what they feel, and what they ought to do. Unless some structures and guidance are provided to help people deal with their feelings constructively, they are likely to withdraw or express themselves in unconstructive ways. Third, given the relative lack of experience that many Americans have in discussing racial identity and tensions constructively, when these issues do arise they are likely to generate intense and persistent concerns. Addressing these deep concerns must be weighed in relation to other agendas. Our experience suggests that a limited amount of time and attention explicitly devoted to these matters is essential in order for people to feel fully drawn into a productive learning experience. Yet too much resource devoted to these themes may divert people from their other purposes.

In summary, we may have found a relatively effective balance. The journals provided a private, consistent vehicle for reflection and for communication of ideas and feelings on a wide range of issues. They encouraged participants to express concerns that they might not have felt comfortable bringing up in conversation. The direct opening provided by Carol Marks in the early part of the third week was a valuable spur to bring latent concerns into the open. It is debatable whether this event would have been as constructive earlier. It is likely that the Institute would have been less powerful if this event had occurred later or not at all. Giving explicit attention to themes of racial tensions in the classroom was very beneficial once they had arisen as a concern for our group. Scheduling it at a pre-arranged time might not have been as productive.

One thing is clear. Because racial tensions are inevitable and complex in a project like this one, it is essential that the staff include people who are comfortable and skilled in dealing with these themes. Inviting more open communication can be beneficial, but it also makes people vulnerable. Staff members need to be able to track the feelings of participants and try to promote constructive learning when honesty has created pain. We did not always intervene as promptly or thoroughly as perhaps we should have.

## IV. Post-Institute Activities

The four-week summer Institute consumed the majority of the Project's financial and human resources. Yet we all knew that the larger purpose of this month's effort was to stimulate continuing learning among all participants and, eventually, to see that learning applied to the improvement of school curriculum and practice. Participants were asked in the initial application forms to anticipate some integration of the Institute results into their teaching. Furthermore, applicants were required to enlist the endorsement of their school administration for such integration. In addition, the structure of independent research projects and presentations during the Institute encouraged teachers to consider ways of connecting their research to curriculum development.

During the Institute, we asked teachers what forms of support would be most helpful during the coming academic year. In keeping with their requests, our support took several forms: two formal reunions of Institute participants, on-site consultation from Institute staff as requested by teachers, information sharing coordinated by Institute staff, and support for participants' use of exhibits related to the *Great Migration*.

### Follow-up Meetings

We held the first reunion of Institute participants at the end of October, 1992. In accordance with teachers' requests, this all-day meeting included time for teachers to report on the ways they had extended the work begun during the Institute. Several had identified resources to share with the group. Some had begun to design or teach curriculum units based on the *Great Migration*. Teachers also had practical questions about how to realize their plans. Teachers met in small groups with other teachers and staff members who shared their interests and concerns. In the afternoon, we had a presentation by Steve Cohen, a school teacher and specialist in dealing with stereotypes and other controversial issues in the classroom. His presentation, based on workshops developed by the *Facing History Project*, demonstrated strategies for helping students recognize and confront stereotypes. This meeting renewed commitment to carrying our work from the summer into the schools. It also reminded teachers about their ties with like-minded colleagues.

A second full meeting of Institute participants was held the following April, 1993. By that time most teachers had carried out at least some of their plans with their students and colleagues. This after-school meeting included a rich exchange of ideas about classroom projects. It coincided with the opening reception of the *Field to Factory* exhibit, described below.

### On-site Observation of Teachers' Projects

After the October meeting several teachers made requests for a member of the Institute staff to visit their school. The purposes of these meetings varied. They often included consultations about the teachers' plans, observation of their work with students, and a brief talk with the school administrator to help bring visibility to the *Great Migration* project. From the perspective of the Institute staff (Wiske and Graham), these visits were always enormously encouraging. We saw first-hand the ingenuity and dedication of Institute teachers in transforming their learning into innovative lessons for students.

The rich range and power of teachers projects are merely sketched here. Appendix C contains a fuller account of their classroom and school activities. Several teachers, like Maud Wright, Paula Brown, and Monica King developed a year-long interdisciplinary unit focused on the *Great Migration*. They combined art, literature, drama, music, and writing to help students learn about the *Great Migration* period and to relate its themes to their own lives. Some teachers like Dwight Barnett, Joe Kennedy, and Mary McCullough designed more specific units that incorporated material from the *Great Migration* into mathematics, history, and social studies courses, respectively. Several Institute participants were specialists in their school and used their position to introduce the curricular power of the *Great Migration* to other teachers in their schools. Joeritta deAlmeida organized a series of music assemblies for her school highlighting Black music and applying her research on the music of the *Migration* period. Mable Benton and Violet Britton made their school libraries a source of information and support about the *Great Migration* for both teachers and students.

Many teachers worked with their students to create powerful performances related to the *Great Migration*. Marceline Rogers' students read about the experiences of migrants and then created visual images of their own migration experiences that they stitched into a beautiful quilt displayed at their school. Jane Skelton's students developed a powerful per-

formance of music and dramatic readings based on Black women through the ages, including the *Great Migration* period. Karen Thompson's students produced paintings reminiscent of the Jacob Lawrence works they had studied. They were exhibited for several weeks at Harvard University. Several teachers, such as Bill Tobin, Viola Johnson, and Greg Turpin supported their students in conducting independent research on topics related to the *Great Migration* and in sharing their work through both written and oral presentations.

Teachers also made special efforts to share their ideas about teaching the *Great Migration* with other teachers. Caren Carew was awarded a grant to prepare materials and conduct workshops for other teachers on the development and use of curriculum dealing with the *Great Migration*. Bill Tobin, Tom Conward and Sandra Dickerson collaborated in producing a compelling assembly on the *Great Migration* for faculty and students in their school system.

Taken together these projects are a remarkable testament to the Institute teachers' intellectual commitment and educational talent. All of them focus on integrating African-American history and culture into the regular school curriculum. Many of them incorporate a wide range of intelligences, including visual and dramatic arts, music, and verbal and numeric reasoning. Most of the projects are notable, too, in their efforts to connect school work with the lives of students outside school. Many teachers taught their students how to conduct oral interviews with friends and family members about migration experiences. Through their own research, students learned to see relationships between their personal interests and the topics they studied in schools. Teachers reported that their students became deeply engaged by these projects and that they, as teachers, developed a greater sensitivity to and understanding of their students.

## Information Sharing

The Institute staff attempted to serve as a clearinghouse of information for teachers. We published a newsletter every several months that included notices about upcoming events. It also relayed teachers' suggestions about useful resources and effective strategies they had used.

## Special Exhibits

We were fortunate that the Boston area hosted two excellent exhibits relevant to the *Great Migration* during the year after our Institute. The first had no formal connection with our Institute. It was an exhibit of paintings by William Johnson, held at the Addison Gallery in Andover, Massachusetts during the fall. Andrea Myers, former *Great Migration* Project Assistant, went to work for the Addison Gallery after our Institute and made a special effort to inform teachers about the educational resources associated with this exhibit. Many of our teachers took advantage of Andrea's offer to provide both a videotape about Johnson's life and print materials that helped prepare students to learn from the exhibit. Several teachers took their classes to see the paintings and incorporated study of this important African-American artist into their curriculum on the *Great Migration*.

The *Great Migration* project used some of its funding from the National Endowment for the Humanities to bring to Boston the Smithsonian Institute's traveling exhibit called *Field to Factory* in the spring after the Institute. The permanent version of this exhibit, and its curator Dr. Spencer Crew, had been the original motivation for this Institute. With its collection of letters, photographs, utensils, and other artifacts, the exhibit brings to life the experiences of migrants both in the rural South and in the urban North. The accompanying analytic material concerning the causes and effects of the *Great Migration* had shaped much of the structure of the Institute. These materials, as well as an excellent set of slides of the exhibit, were made available to teachers for use with their classes. It was a special delight to bring the traveling *Field to Factory* exhibit to Boston so that Institute teachers, their students, and their colleagues could more directly experience the impetus that gave rise to the Institute.

In conjunction with the opening of the exhibit we held a presentation for Institute teachers that was also open to the public. Dr. Robert Hayden demonstrated techniques for interviewing migrants by conducting live interviews with two Boston residents who had come from the South. Dr. Ron Bailey of Northeastern University served as commentator on this presentation, highlighting themes raised in the interviews, and the broader implications of this kind of research.

## V. Summary and Conclusions

The experience of this Institute confirms unequivocally the power of such school/university alliances to enhance teachers' scholarship, to enrich researchers' and professors' understanding of education in their subject matter, and ultimately to enhance classroom practice. The work that teachers accomplished during the year after the Institute demonstrates that intensive education during the summer, when combined with professional commitment and expertise, can yield remarkably rich curricula. We also believe that our experience underscores the value of focusing on the history of African-Americans as a way of illuminating the importance of multiple perspectives and multiple disciplines in the study of history. Furthermore, the theme of migration appears to be unusually generative. It helps teachers and students see relationships between individual decisions and larger historical trends and forces. It also helps them make connections between their personal lives and their academic pursuits. We believe that all the Institute participants found it a valuable contribution to their continuing education.

Readers may draw various conclusions or implications about our experience from this report . We offer a few recommendations first to potential leaders of similar Institutes, and next to school people interested in incorporating African-American history into curriculum.

### Suggestions for Institute Leaders

*1. Provide Careful Support for Teachers' Research*

Our Institute was designed not only to present a large quantity of information and resources to teachers, but also to support teachers in conducting their own research. We feel that this ambitious agenda was accomplished, but that it is indeed very challenging. Some teachers felt overwhelmed by the amount of reading and the number of presentations by scholars. Most were anxious, particularly at the beginning of the month-long Institute, about having enough time and help to conduct research effectively. We recommend that Institute directors carefully monitor the amount of work assigned to participants, and decrease reading loads or extend time tables, if necessary. In addition, it is essential to provide direct, personal support to every teacher throughout the process of planning, conducting, and analyzing a research project. Such consultation helps teachers develop reasonable expectations about what can be accomplished in one month. For our project, it was reasonable to expect teachers to define and begin to conduct independent research during the Institute and then to continue reading later. By the end of the Institute, teachers were able to summarize a work-in-progress and to sketch some ideas about how their experience at the Institute might be translated into their classroom practice.

*Address Controversial Issues with Care*

Any time school and university people come together, some conflict should be expected along with mutual benefit. Differing cultures, limited understanding of one another's settings, and often a legacy of feeling under-valued by the other group make the situation ripe for misunderstanding. When the content of an Institute deals with troubling themes, and the participants encompass racial and gender diversity, controversy is inevitable. It is important to select personnel who are skilled at creating conditions that make confronting diversity and controversy reasonably safe and productive. In addition, specific time (and perhaps readings) should be included that focus direct attention on the process and dynamics of the Institute itself. Too much emphasis on these issues can detract from the substance of the Institute; not enough emphasis is liable to undermine the substantive value of the Institute.

*Build Bridges between Research and Practice*

Most teachers who attended the *Great Migration* Institute were remarkably successful at connecting the work they began during the Institute to their classroom practice. Part of the reason may be that we planned for this connection from the beginning of the project. Applicants were required to outline plans for applying the Institute to their work in schools. They also had to submit a letter of support from one of their administrators, pledging some release time and endorsement for follow-up activities. The amount of support we provided during the year after the Institute was minimal. Allocating more resources to consulting, observing, and exchanging ideas among Institute participants would be better.

A related point is that the full impact of a summer Institute cannot be gauged until at least several months after the Institute. All learners, including teachers, take time to integrate new ideas. Continuing research, transforming it into curriculum plans and

materials, and conducting innovative activities with students are even more time-consuming. We strongly recommend that the evaluation of summer Institutes include attention to the support and the accomplishments of Institute participants during the following year.

## Suggestions for School People

This project carries many implications for those who wish to integrate African-American history into school curriculum and activities. Because curriculum development and school change were not the direct focus of this project our recommendations are of a general nature.

*Teach the Great Migration as a Generative Topic*

Focusing on this period and aspect of African-American history is generative for several reasons. Many schools tend to pay more attention to slavery and the Civil Rights movement than to any other aspect of African-American history. Both of these periods emphasize the victimization of African-Americans. In contrast, our study of the *Great Migration* focused on the resourcefulness of African-Americans and on their tremendous contributions to the culture, the economy, and the arts, of the United States and the world. Studying the period between slavery and the Civil Rights movement complements these painful periods and illuminates their roots and consequences.

Migration is also generative because it relates to everyone's life. Each of us has moved, at least from home to school. Each of us is part of a family history that relates to broader cultural and historical themes. The *Great Migration* of African-Americans raises issues about courage, loneliness, belonging, and growth that relate to migration of other people, to other places, at other times. Teachers reported that their study of the *Great Migration* often helped students understand more about the experience of racial and ethnic groups in their own neighborhoods and towns. This aspect of African-American history is particularly rich for building more general understanding of multiple cultural perspectives.

*Create Supports for Innovative Teachers*

The structure of this project focused primarily on the professional development of individual teachers, rather than on building more broad-based support for educational change. Certainly the enhancement of teachers' scholarship is a valuable end in its own right as well as one means to school change. In order for dedicated teachers to translate their development into classroom practice, they need support from their colleagues, administrators and school communities.

Appreciative administrators backed many of the teachers who attended the *Great Migration* Institute by helping teachers gain access to time, materials, and channels for change. Without such support, the potential of summer Institutes is greatly diminished. Enhancing curriculum materials and activities through the study of African-American history depends on more than innovative teachers. Their initiative calls for more systemic efforts to acknowledge the value and the necessity of multiple perspectives on history and the humanities. Our primary purpose in publishing this report is to encourage such systemic efforts by providing a few suggestions and many enticing visions of possibilities.

# Appendix A
# Project Participants

## Project Staff and Consultants

| | Project Affiliation | Outside Affiliation |
|---|---|---|
| **Henry Louis Gates Jr.** | Co-Director | Director, W.E.B. DuBois Institute for African-American Research |
| **Martha Stone Wiske** | Co-Director | Co-Director, Educational Technology Center |
| **Maryemma Graham** | Institute Leader | Professor, Northeastern University |
| **Lisa Gregory** | 1rst Project Coordinator | Educational Technology Center |
| **Jamie O'Connell** | 2nd Project Coordinator | Educational Technology Center |
| **Peggy Kemp** | Consultant | Boston Public Schools |
| **Anna Roelofs** | Consultant | Cambridge Public Schools |
| **Caroline Hunter** | Consultant | Cambridge Public Schools |
| **Rey Gonzalez** | 1rst Admin. Assistant | Educational Technology Center |
| **Kristi Hayes** | 2nd Admin. Assistant | Educational Technology Center |
| **Andrea Myers** | Project Assistant | Educational Technology Center |
| **Cheryl Worthy** | Report Production Asst. | Educational Technology Center |

## Faculty

| | |
|---|---|
| **Spencer Crew** | Curator, Smithsonian Institution |
| **James Banks** | Professor, University of Washington |
| **James Grossman** | Director, The Newberry Library |
| **Carole Marks** | Professor, University of Delaware |
| **Cheryl Gilkes** | Professor, Colby College |
| **Richard Powell** | Professor, Duke University |
| **Charles Willie** | Professor, Harvard Graduate School of Education |
| **Randall Burkett** | Associate Director, W.E.B. DuBois Institute |
| **Marianna Davis** | Columbia, South Carolina |

## Advisory Board

| | |
|---|---|
| **Amanda Amis** | Director of Curriculum & Instuction, Boston Public Schools |
| **Randall Burkett** | Associate Director, W.E.B. DuBois Institute |
| **John E. Cawthorne** | Evaluator, Center for the Study of Testing, Evaluation & Educational Policy, Boston College |
| **Edmund Barry Gaither** | Museum Director, National Center of Afro-American Artists |
| **Caroline Hunter** | Evaluator Cambridge Public Schools |
| **Sara Lawrence-Lightfoot** | Professor, Harvard Graduate School of Education |
| **Sandra Spooner** | Assistant Superintendent/Curriculum & Instruction, Cambridge Public Schools |
| **Katherine Viator** | Evaluator, Center for the Study of Testing, Evaluation & Educational Policy, Boston College |
| **Charles Willie** | Professor, Harvard Graduate School of Education |

## Teacher Participants

**Barnett, Dwight**
Umana Barnes Middle
Boston
History

**Benton, Mable**
Dorchester High
Boston
Librarian

**Brennan, Karen**
Driscoll Elementary
Boston
Social Studies

**Britton, Violet**
Boston Technical High
Boston
Librarian

**Brown, Paula**
Harrington Elementary
Cambridge
All Subjects

**Brown, Warren**
Charles Taylor Elementary
Boston
Social Studies

**Carew, Caren**
Martin Luther King, Jr. Middle
Boston
All Subjects

**Chase, Muriel**
Boston Latin Academy High
Boston
Literature/History

**Conward, Thomas**
Cambridge Rindge & Latin High
Cambridge
History

**deAlmeida, Joeritta**
Chenery Middle
Belmont
All Subjects

**Dickerson, Sandra**
Cambridge Rindge & Latin High
Cambridge
English

**Johnson, David**
Boston Latin High
Boston
Social Studies

**Johnson, Viola**
Boston Latin High
Boston
English

**Kays, Jane**
Mozart Elementary
Boston
All Subjects

**Kennedy, Joseph**
West Roxbury High
Boston
Social Studies

**King, Monica**
Martin Luther King, Jr. Elem.
Cambridge
All Subjects

**Kramer, Leslie**
Martin Luther King, Jr. Elem.
Cambridge
All Subjects

**McCullough, Mary**
Weston Middle School
Weston
African-Amer. Experience

**Murray, William**
Winship Elementary
Boston
All Subjects

**Rodriquez, Ivette**
Martin Luther King Middle
Boston
Social Studies

**Rogers, Marceline**
Manhattan Ctr. for Science High
New York City
English

**Skelton Jane**
Snowden International High
Boston
Reading/Theatre

**Smith, Shirley**
Holland Elementary
Boston
All Subjects

**Thompson, Karen**
Longfellow Elementary
Cambridge
Art

**Tobin, William**
Cambridge Rindge & Latin High
Cambridge
Social Studies

**Turpin, Gregory**
Boston Latin High
Boston
Social Studies

**Umans, Peter**
R.W. Emerson Elementary
Boston
All Subjects

**Williams, Effie**
Fletcher Elementary
Cambridge
All Subjects

**Wright, Maudlin**
Josiah Quincy Elementary
Boston
Art/Counseling

**Zimmerman, Martha**
Lexington High
Lexington
Social Studies

# Appendix B
# Institute Syllabus and Daily Schedule

***THE GREAT MIGRATION: THE GROWTH OF MODERN AMERICAN BLACK SOCIETY***

***Week I. Overview of Push and Pull Factors: The Great Migration, 1900-1939***

**Monday, July 6 Opening Reception**

| | |
|---|---|
| 6:00-6:55 p.m. | Reception for Institute participants, faculty, staff, advisory board, local resource people, and invited guests |
| 6:55-7:00 | Opening Remarks: Martha Stone Wiske, Co-Director, Educational Technology Center, Graduate School of Education, Harvard University, and Institute Co-Director |
| 7:00-8:00 | Keynote Address: Henry Louis Gates, Jr., Director, W.E.B. DuBois Institute for Afro-American Studies and W.E.B. DuBois Professor of the Humanities, Harvard University; and Institute Co-Director<br>*Pluralism and Discontent: The Educational Impact of the Summer Institute and the Link Between Schools and Universities.* |

**Tuesday, July 7**

| | |
|---|---|
| 9:00-9:20 AM | Maryemma Graham, Institute Leader<br>*Introduction to Institute Themes and Syllabus.* |
| 9:20-12:00 | Spencer Crew, Chair, Department of Social and Cultural History, National Museum of American History, Smithsonian Institution<br>*The Great Migration: Introduction and Overview*<br>*- History as individual experience*<br>*- Life in the South vs. life in the North*<br>*- Forces pushing people to the North*<br>*Oral history and historical research methods--exploration of this period through slides, cultural materials, and artifacts.* |
| 1:00-2:15 | Relationships between individual biography and scholarship.<br>Summary discussion. |
| 2:30-3:45 | Discussion with Crew<br>Graham: Introduction to independent research projects |
| 3:45-4:00 | Journals |

**Readings:**

Crew, Spencer R. 1987. *The Great Migration of Afro-Americans, 1915-40.* **Monthly Labor Review.**Vol. 110 (March): 34-36

Trotter, Joe William. 1991. *Black Migration in Historical Perspective.* In Trotter, J.W., Ed., **The Great Migration in Historical Perspective. Bloomington,** IN: Indiana University Press. 1-21.

**Wednesday, July 8**

| | |
|---|---|
| 9:00-12:00 | Maryemma Graham |
| 9:00-10:00 | *Introduction of participants* |
| 10:00-12:00 | *Frameworks for analyzing Afro-American history*<br>*-Great men vs. people making history*<br>*-Individual vs. collective*<br>*-Migration vs. immigration models*<br>*Introduction to keeping journals*<br>*Overview of readings, Discussion of primer, readings, and Institute themes.* |
| 1:00-2:15 | Discussion or reading. |
| 2:30-3:45 | Group discussions: How do we learn history? Groups according to grade level or interest area.<br>a) Reasons for attending the Institute<br>b) Perspectives on current curriculum--strengths and problems<br>c) Preliminary thoughts about independent research projects |
| 3:45-4:00 | Journals |

**Readings:**

Harris, Robert. 1990. *Coming of Age: The Transformation of American Historiography*. In Abdul Alkalimat, ed., **Paradigms in Black Studies: Intellectual History, Cultural Meaning, and Political Ideology.** Chicago: Twenty-First Century Books. 53-72.

Ladner, Joyce. 1971. **Tomorrow's Tomorrow : The Black Woman**. Garden City, NY: Doubleday. pp. 270-88.

Lieberson, Stanley. 1980. **A Piece of the Pie: Blacks and White Immigrants since 1880.** Berkeley, CA: University of California Press. pp. 19-47, 100-19, 150-58, 217-27, 258-77, 334-41, 374-83.

Taylor, R. 1979. *Black Ethnicity and the Persistence of Ethnogenesis*. **American Journal of Sociology** 84(6): 1401-1423.

**Thursday, July 9**

| | |
|---|---|
| 9:00-12:00 | James A. Banks, Professor of Education, University of Washington<br>Approaching the Curriculum through the Study of African-American History<br>*I. Alternative curriculum models*<br>*II. Methods: Translating scholarship into multicultural curricula and teaching strategies.* |
| 1:00-2:15 | Discussion of assigned reading |
| 2:30-3:45 | Group discussion led by Banks<br>Teacher discussion of curriculum development. |
| 3:45-4:00 | Journals |

**Readings:**

Banks, James A. 1988. *Approach to Multicultural Curriculum Reform.* **Multicultural Leader. 1**(Spring): 1-4.

Banks, James A. 1991/92. *Multicultural Education: For Freedom's Sake*. **Educational Leadership. 49**(4, Dec/Jan): 32-36.

Banks, James A., and James Lynch, eds. 1985. **Multicultural Education in Western Societies.** New York: Praeger. pp. 10-28.

Banks, James A. 1988. **Multiethnic Education: Theory and Practice.** Boston: Allyn and Bacon. 2nd edition. 3-15.

Banks, James A. *Approaches to Multicultural Curriculum Reform Questions for Discussion in Small Groups*. (unpublished handout)

**Friday, July 10**

| | |
|---|---|
| 9:00-12:00 | Maryemma Graham<br>*Summary of week's substantive themes*<br>*Continued discussion on translation of research into curriculum.*<br>*Sharing of participants' curriculum materials.*<br>*Complete introduction to Institute themes and activities.*<br>*Teachers to write questions and responses to week's activities.*<br>*Small group discussion* |
| 1:00-2:00 | Group discussion: Participants share thoughts about their interest areas and preliminary ideas for independent research projects. |
| 2:00-2:15 | Weekly questionnaire I (evaluation) |
| 2:30-3:45 | Exploration of resource room, field trip to Widener Library, discussion of Harvard resources |
| 3:45-4:00 | Journals |

**Assignment for Monday**

Teachers will write a few paragraphs on their preliminary ideas for independent research.

***Week II. Patterns of Movement and Settlement***

**Monday, July 13**

| | |
|---|---|
| 9:00-10:45 | Overview of migration as personal, community, and national experience |
| 11:00-12:00 | Guided reading |
| 1:00-2:00 | Discussion or reading |
| 2:15-2:45 | Tutorial on HOLLIS (Harvard's computerized card catalogue) in Gutman Library |
| 2:45-3:45 | Independent research projects<br>-Guidelines for projects<br>-Discussion of research strategies for teachers and children<br>(Teachers may work alone or in small groups to clarify ideas about how they will pursue their independent research projects. Staff available to consult and assist.) |
| 3:45-4:00 | Journals |

**Readings for Monday and Tuesday:**

Isaac, Stephen. 1971. **Handbook in Research and Evaluation**. San Diego, CA: Edits Publishers. pp. 3-5, 16-18, 27.

Grossman, James,. 1989. **Land of Hope: Chicago, Black Southerners, and the Great Migration.** Chicago: University of Chicago Press. pp. 1-9, 123-207, 246-58.

Henri, Florette. 1975. **Black Migration: Movement North, 1900-1920.** Garden City, NY: Doubleday. pp. 49-80, 332-43.

Johnson, Daniel and Rex Campbell. 1981. **Black Migration in America: A Social And Demographic History.** Durham, NC: Duke University Press. pp. 71-99.

Documents: *Letters of Negro Migrants*. 1969[1919]. **In Journal of Negro History** (republished, 1969). New York: United Publishing Corp. 290-348.

**Assignment for Tuesday**

Teachers will write plans of how they will structure research for independent projects.

**Tuesday, July 14**

| | |
|---|---|
| 9:00-12:00 | James Grossman, Director, Family and Community History Center, The Newberry Library, New York City<br>*Patterns of Movement & Settlement*<br>*-Relationships between individual actions and larger patterns of social movement.*<br>*-Experience of migrants from Mississippi to Chicago.*<br>*-Methods: Social history--use of letters and newspaper articles as sources of data.* |
| 1:00-2:15 | Discussion with Grossman |
| 2:30-3:45 | Independent research projects<br>Grossman consults with participants |
| 3:45-4:00 | Journals |
| 4:00-5:30 | Reception |

**Wednesday, July 15**

| | |
|---|---|
| 9:00-12:00 | Maryemma Graham<br>*Case studies and letters from migrants*<br>*Discussion of readings and personal histories: Finding the general in the particular.*<br>*Case studies/personal histories continued*<br>*How do you personally relate to history? How can you teach this to children?* |
| 1:00-2:00 | Discussion of independent research projects |
| 2:00-3:00 | Video: Dorothy West<br>Visit to Arthur and Elizabeth Schlesinger Library on the History of Women in America, Radcliffe College (optional) |
| 3:15-3:45 | Independent research projects |
| 3:45-4:00 | Journals |

**Readings For Wednesday and Thursday:**

Lehman, Nicholas. 1991. **The Promised Land: The Great Migration and How it Changed America.** New York: Knopf. ("Clarksville")

Lightfoot, Sara Lawrence. 1988. **Balm in Gilead: Journey of a Healer**. Reading, MA: Addison-Wesley. pp. 94-151.

Willie, Charles Vert. 1981. **A New Look at Black Families.** Bayside, NY: General Hall, Inc. 2nd edition. pp. 5-15, 70-82, 98-103, 104-114, 164-167, 168-173.

Comer, J. 1988. **Maggie's American Dream: The Life and Times of a Black Family**. New York: New American Library. pp. 34-53, 89-101, 141-153, 178-184.

Ballard, A. 1981. **One More Day's Journey: The Story of a Family and a People.** New York: McGraw Hill. (Chapters 14-17)

**Assignment for Monday July 20**

Teachers will write short progress reports on their projects, clarifying theme, summarizing work to date, and sketching how they will spend their remaining time.

**Thursday, July 16**

| | |
|---|---|
| 9:00-12:00 | Charles V. Willie, Professor of Education and Urban Studies, Graduate School of Education, Harvard University<br>*Migration and Black Families*<br>*-Family as an institution*<br>*-Effects of the Great Migration on family life and structure, separation of families.*<br>*-Alternative family structures (e.g. , female-headed households)*<br>*Methods: Case studies*<br>*-Questionnaire on family structure.* |
| 1:00-2:15 | Group discussion with Willie<br>Questions on case study approach |
| 2:30-3:45 | Group discussion of independent research projects<br>Willie consults with teachers about their research projects |
| 3:45-4:00 | Journals |

**Assignment for Wednesday, July 22**

Each teacher will conduct a family history interview using Willie's questionnaire. The interviews will be discussed on Wednesday July 22.

**Friday, July 17 Oral, Community, and Public History**

| | |
|---|---|
| 9:00-10:15 | Ruth Hill, Director, Black Woman Oral History Project, Schlesinger Library<br>*Women's oral history: Methods and materials* |
| 10:15-11:30 | Christine Metz, Director of Oral History Center, Cambridge, Massachusetts<br>*Oral history and student writing projects.*<br>*Frameworks and guide for eliciting stories.*<br>*Uses of oral history in public schools.* |
| 1:00-2:15 | Robert Hayden, historian and educational consultant<br>*Oral, Community, and Public History, Part I*<br>*Boston's black community.*<br>*The Pullman porters, industrialization, and the Great Migration.* |
| 2:30-3:45 | Rev. Jeffrey L. Brown, Principal Investigator, Cambridge African-American Heritage Trail<br>*Differences between Cambridge and Boston communities.*<br>*"Native" communities and integration of migrant community.*<br>*Video of the Cambridge African-American Heritage Trail* |
| 3:45-4:00 | Weekly questionnaire II<br>Journals |

***Week III. African American Migration and the Role of Black Women***

**Monday, July 20**

| | |
|---|---|
| 9:00-12:00 | Maryemma Graham<br>*Overview of week: "The Great Migration and the Role of Women and Men"*<br>*Discussion of readings* |
| 1:00-2:15 | Reading |
| 2:30-3:45 | Independent research projects |
| 3:45-4:00 | Journals |

**Readings for Monday and Tuesday**

Marks, Carole. 1989. **Farewell, We're Good and Gone: The Great Black Migration.** Bloomington, IN: Indiana University Press. pp. 19-79, 166-76.

Jones, Jacqueline. 1985. **Labor of Love, Labor of Sorrow: Black Women, Work, and the Family from Slavery to the Present.** New York: Basic Books. 152-95

Hine, Darlene Clark. 1991. Black Migration to the Urban Midwest: The Gender Dimension, 1915-1945. In Trotter, ed., **The Great Migration in Historical Perspective.** Bloomington, IN: Indiana University Press. 127-46.

**Tuesday, July 21**

| | |
|---|---|
| 9:00-12:00 | Carole Marks, Associate Professor of Black American Studies and Sociology, University of Delaware<br>*Black women and migration*<br>*-Labor trends and industrialization*<br>*Methods: Economic history--use of data and statistics* |
| 1:00-2:15 | Discussion of themes of inclusion and exclusion<br>W.E.B. Du Bois on racism in history<br>Sexism and history<br>Implications for teaching |
| 2:30-3:45 | Independent research projects<br>Carole Marks consults with participants |
| 3:45-4:00 | Journals |
| 4:00-5:30 | Reception |

**Wednesday, July 22**

| | |
|---|---|
| 9:00-10:30 | Maryemma Graham<br>*Discussion of family histories (written during week 2)*<br>*Discussion of themes, historical perspectives, and methods with implications for teaching.* |
| 10:45-11:30 | Guide to the readings |
| 1:00-2:15 | Selected educational videos (optional)<br>Reading |
| 2:30-3:45 | Independent research projects |
| 3:45-4:00 | Journals |

**Readings for Wednesday and Thursday**

Wright, Richard. 1991[1945]. Black Boy. In Wright, **Later Works**. New York: Library of America. 243-70 (Ch. 14-15).

Dodson, Jualyne E., and Cheryl Townsend Gilkes. 1986. Something Within: Social Change and Collective Endurance in the Sacred World of Black Christian Women. In Rosemary Radford Ruether, and Rosemary Skinner Keller, eds., **Women & Religion in America** San Francisco: Harper & Row. 80-130.

Collins, Patricia Hill. 1991. The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships. In Patricia Bell-Scott, et al., Eds., **Double Stitch: Black Women Write about Mothers and Daughters.** Boston: Beacon Press. pp. 42-60.

Gilkes, Cheryl T. 1986. *The Role of Women in the Sanctified Church,* **The Journal of Religious Thought** 43(1): 24-41.

**Thursday, July 23**

| | |
|---|---|
| 9:00-11:30 | Cheryl Gilkes, John D. and Catherine T. MacArthur Associate Professor of Sociology and African American Studies at Colby College<br>*The Black church and changing concepts of Black womanhood*<br>*-Migration and change in women's roles.*<br>*-Women's leadership role in the church.*<br>*Methods: Social history* |
| 1:00-2:15 | Discussion of Gilkes lecture |
| 2:30-3:45 | Independent research projects<br>Gilkes consults with teachers about research projects and teaching plans. |
| 3:45-4:00 | Journals |

**Assignment for Friday July 24**

Teachers will sketch initial plans and ideas for connecting independent research project to classroom work with students.

**Friday, July 24**

| | |
|---|---|
| 9:00-11:30 | Independent research projects<br>Prepare for teacher presentations on work-in-progress.<br>Staff consult on research projects and plans for curriculum development. |
| 1:00-3:30 | Teacher presentations<br>-Results of independent research in relation to Institute themes<br>-Resources used<br>-Ideas about curriculum and translation of Institute work to classroom.<br>(Presentations serve as a verbal trial run for end-of-Institute essay, and provide opportunity for feedback.) |
| 3:30-4:00 | Weekly questionnaire III<br>Journals |

***Week IV. Urbanization of America and African-American Culture***

**Monday, July 27**

| | |
|---|---|
| 9:00-11:30 | Discussion: Dealing with Race and Gender Differences<br>-Discussion of interactions among Institute participants<br>-Planning to address race and gender differences in schools |
| 1:00-2:15 | Reading |
| 2:30-3:45 | Teacher presentations |
| 3:45-4:00 | Journals |

**Readings for Monday and Tuesday:**

Ryan, Deborah Willis. 1987. Harlem My Home. In **Harlem Renaissance: Art of Black America.** New York: Harry Abrams, Inc. 57-103.

Hughes, Langston. 1958. The Negro Speaks of Rivers *and* The Weary Blues. In **The Langston Hughes Reader.** New York: Georges Braziller, Inc. 87-88.

*And the Migrants Kept Coming: A Negro Artist Paints the Story of the Great American Minority,* **Fortune,** 24(5): 102-109. 1941.

Locke, Alain., ed. 1968[1925]. **The New Negro.** New York: Atheneum Press. pp. 3-16

West, Dorothy. 1991. *A Misunderstanding with Eisenstein: Adventure in Moscow Recalled.* Unpublished version.

Hurston, Z. N. 1970. **Mules and Men.** New York: Harper and Row. pp. 125-142.

Groh, George W. 1972. **The Black Migration: Journey to Urban America.** New York: Weybright and Talley. pp. 47-60.

**Tuesday, July 28**

At the Museum of the National Center of Afro-American Artists

| | |
|---|---|
| 9:00-11:30 | Richard Powell, Assistant Professor of Art History, Duke University<br>*Jacob Lawrence, the Visual Arts and Black Migration*<br>*- Slide presentation on Jacob Lawrence*<br>*-Discussion of Lawrence's migration from Pennsylvania to Harlem (individual in the context of collective history)*<br>*Methods: Visual literacy and how to incorporate images into classroom curriculum.* |
| 1:00-3:45 | E. Barry Gaither, Director, Museum of the National Center of Afro-American Artists<br>*Lecture and museum tour*<br>*Discussion* |
| 3:45-4:00 | Journals |
| 4:00-5:30 | Open reception with community and guests |

**Wednesday, July 29**

| | |
|---|---|
| 9:00-11:30 | Maryemma Graham<br>New Negro Movement and the Chicago Renaissance |
| 1:00-2:15 | Group discussion<br>Use of African American art, music, crafts, and material culture in school curriculum |
| 2:30-3:45 | Teacher presentations (4) |
| 3:45-4:00 | Journals |

**Readings for Wednesday**

Bone, Robert. 1986. *Richard Wright and the Chicago Renaissance.* , **Callaloo** 9(3): 446-468.

Hurston, Zora Neale. 1979. Sweat. In Alice Walker, ed., **I Love Myself When I am Laughing. And Then Again When I Am Looking Mean and Impressive: A Zora Neale Hurston Reader.** New York: The Feminist Press at CUNY. 197-207.

Wright, Richard. 1940. **Uncle Tom's Children.** New York: Harper & Row. 3-53.

**Thursday, July 30**

| | |
|---|---|
| 9:00-11:30 | Randall Burkett, Associate Director, W.E.B. DuBois Institute for Afro-American Research, Harvard University,<br>*Garvey and Garveyism: The Man and the Movement*<br>*--Role of Black church in creating and facilitating change*<br>*--Garvey vs Du Bois and the Talented Tenth.*<br>*--Methods: Historical research and analysis* |
| 1:00-2:15 | Teacher presentations (4) |
| 2:30-3:45 | Teacher presentations (4) |
| 3:45-4:00 | Journals |

**Readings for Thursday**

Burkett, R. 1978. **Black Redemption: Churchmen Speak for the Garvey Movement.** Philadelphia: Temple University Press. (pp. 3-42, 157-180).

Du Bois, W.E.B. 1990. **The Souls of Black Folk.** New York: Library of America. pp. 36-48.

**Friday, July 31**

| | |
|---|---|
| 9:00-11:45 | Teacher presentations (8) |
| 1:00-2:15 | Final Essay<br>End-of-Institute essay on research and teaching. |
| 2:30-4:00 | Summation and Celebration |

# Appendix C
## Teachers' Independent Research Projects and School Activities

**Dwight Barnett.** History teacher, Umana Barnes Middle School, Boston
Research. Impact of the Northern Migration on aspects of African-Americans' lives that can be tracked statistically, e.g. life expectancy, morbidity and mortality, income levels, leisure activities, family patterns, criminal activity, occupations, voting trends, educational. Leading to use of charts and statistics with middle school students.
School Activities. Mr. Barnett gathered statistics about the Great Migration which he used as the material to teach his students how to interpret graphs, charts, and tables. He assembled over fifty charts and graphs from the Census Bureau, the Urban League Journal of Facts, and other sources, including birth and mortality records and migration information. Students became interested in learning more about the migration period as they developed hypotheses about patterns in the data. Consequently, the eight grade American History class used some of the family interview guides and methods presented by Charles Willie and oral history methods discussed by Robert Hayden at the Institute. They interviewed members of their immediate and extended families. Some of the African-American students learned that their families had traveled routes similar the migration trails Mr. Barnett had presented. To extend this research, Mr. Barnett took his classes to the *Field to Factory* exhibit in Boston.

**Mable Benton.** Librarian, Dorchester High School, Boston
Research. Critical analysis of Harlem Renaissance authors, e.g. L. Hughes, J. Lansen,--focusing on how characters illustrate and demonstrate the Great Migration.
School Activities. As a school librarian Ms. Benton extended her learning about the Great Migration to people in her school through several means. She created a bulletin board titled, *Sense of Black History equals Black Pride* where she exhibited a collection of pictures and biographies related to Black History. It became a focus of discussion for several classes. She also taught several classes on the Great Migration in U.S. History classes. She used letters from the *Chicago Defender* as a springboard for discussions that addressed reasons for migration, different type of migrants, and the results of migration. In addition, Ms. Benton has served as a source of materials and information for other teachers in her school, including several English and social studies teachers who are incorporating a multicultural perspective into their courses. She has referred these teachers and their students to resources and materials that she learned about during the Institute or through her own research following the Institute. In addition to expanding her scholarship, Ms. Benton reported that the Institute experience increased her sensitivity to students who had experienced migration or immigration.

**Karen Brennan.** Social studies teacher, Driscoll Elementary School, Boston
Research. Eighth grade curriculum, comparing European immigration experience with African-American migration around the turn of century. Use of primary sources and literature, especially from teenagers' perspective. Prepared extensive annotated bibliography.

**Violet Britton.** Librarian, Boston, Technical High School, Boston
Research. Prepared an annotated bibliography for secondary teachers and students in English, social studies and journalism classes including fiction, biographies, autobiographies, periodicals, films, videos, and visual representations of the Great Migration period.
School Activities. Ms. Britton worked in association with social studies teachers to develop and integrate into a standing school curriculum the migration period. Grades 9, 10, 11 selected research topics from a list of subjects compiled by Ms. Bitton and the social studies teachers. One student interviewed church and family members; other classes (grades 9-12) visited the William E. Johnson art exhibit on the African-American experience. Additionally, a library display; which eventually relocated to the school corridors and will be exhibited annually, included the art of Jacob Lawrence and books about African-American art and artists.

**Paula Brown.** Teacher, Harrington Elementary School, Cambridge
Research. Traced street rhymes and games that children played during the period of the migration and how and why they changed as people moved. Developed a curriculum unit focused on the Great Migration suitable for primary grades.
School Activities. Ms. Brown focused the entire year around the theme of Migration integrating literature, science, art, music, history and mathematics. She read them books related to the Migration including

**Ragtime Tumpie** and **Lil Sis**. Students studied the paintings of W.H. Johnson and Jacob Lawrence. Near the end of the year, students collaborated in making a mural depicting their favorite part of the Migration. They visited the Johnson exhibit at the Addison gallery and wrote about their experience. Each student developed a migration journal based on information about themselves and an interview with their parent. Ms. Brown has found this to be a rich and engaging focus for her curriculum and plans to adopt a similar approach to her teaching next year.

**Warren Brown.** Social studies teacher, Charles Taylor Elementary School, Boston
Research. The history of black people in Boston, Massachusetts especially Roxbury, Massachusetts, during the period following World War II.
School Activities. Developed a unit for fifth grade students on the life of Dr. Melnea Cass, a prominent black citizen of Boston. Students made a trip to the Cass house in Roxbury, Massachusetts and heard guest speakers who had worked as community activists with Dr. Cass.

**Caren Carew.** Teacher, Martin Luther King, Jr.Middle School, Boston
Research. The role/lives of children as they relate to the migration including availability of education, culture, recreational activities, labor patterns, mortality rates, and the like.
School Activities. Ms. Carew collaborated with a bilingual/Spanish teacher in her school and obtained funding to develop a project focusing on migration and immigration experiences. Many students in the bilingual class were immigrants or the children of immigrants; many students in Ms. Carew class were African-Americans whose parents or grandparents had moved to Boston from the South. Students interviewed each other in bilingual/monolingual pairs to learn about family origins, patterns of movement, and reasons for migration/immigration. Ms. Carew's students also read several of Mildred Taylor's books.

Students in Ms. Carew's class viewed a videotape and prints of William Johnson before visiting the exhibit of his paintings at the Addison Gallery in Andover, Massachusetts. The class also viewed the video and slide presentation provided by the Smithsonian Institute prior to their visit to the *Field to Factory* exhibit in Boston. Several Boston Public School staff and community members attended both exhibits at Ms. Carew's invitation.

To further extend learning about the Great Migration, Ms. Carew applied for and won funding from the Boston Public Schools to serve as a Impact II Teacher Demonstrator. Her program, entitled *Children of the Great Migration* builds on the research she began during the Institute. Impact II funds innovative teachers to disseminate their ideas to interested teachers, and then awards grants to those teachers who want to follow up on what they have been shown. The program operates in several school systems around the country, as a result, Ms. Carew project on the Great Migration will be publicized in other Impact II sites.

On a more general level, Ms. Carew worked to apply the ideas about multicultural education discussed by James Banks at the Institute. Her school received funding to collaborate with another Boston public school in providing in-service staff development on several themes including multicultural education. Ms. Carew wrote the portion of the grant proposal focusing on multicultural education which includes work with Institute staff member Anna Roelofs. Through her lobbying, multicultural education will be the focus of the first year of this three-year project. Ms. Carew attended an National Endowment for the Humanities-funded Institute on Africa during the summer after the Great Migration Institute.

**Muriel Chase.** Literature/history teacher, Boston Latin Academy High School, Boston
Research. Worked on three projects each involving production of a videotape: (1) family reunion of the Cooper family in Missouri, whose ancestors participated in the Great Migration, (2) study of the Delmo Housing Corporation in Missouri, a New Deal response to the housing plight of migrants in the 30's, and (3) memoirs of Ms. Chase's mother who was a figure in the Harlem Renaissance.

**Thomas Conward.** History teacher, Cambridge Rindge & Latin High School, Cambridge
Research. Located newspaper accounts (especially from the*Chicago Defender*) involving the Great Migration in 1900-1920; particularly those discussing migration to Harlem. Focus on how newspapers influenced migration.
School Activities. With other Great Migration Institute participants from his school (William Tobin and Sandra Dickerson) Mr. Conward organized a school-wide assembly about the Great Migration. The assembly was structured around the collection of slides from the *Field to Factory* exhibit and included presentations by each of the teachers. Mr. Conward's talk focused on economic factors in the Great Migration, including poverty in the South, the lure of job opportunities in the North, and the realities of limited job opportunities for migrants. Mr. Conward also discussed the role of the Black press in the Great Migration, which was the

focus of his independent research. All high school faculty were invited, along with their classes, as well as the Cambridge elementary teachers who had participated in the Great Migration Institute. Approximitely 20 teachers and several hundred students attended as did several members of the school administration.

**Joeritta deAlmeida.** Teacher, Chenery Middle School, Belmont
Research. Studied African-American music--Blues to Jazz--as an expression of spirituality and an instrument of survival during the period of the Great Migration. Focused on Bessie Smith, Robert Johnson, Billy Holiday, and Charlie Parker. Analyzed within a historical context, musicians, their lyrics and styles and commented on the music's spirituality.
School Activities. As a METCO counselor in her school system, Ms. deAlmeida creates curriculum for school-wide activities, although she does not have her own class of students. This year she organized a series of concerts to show the evolution of music African-American music including a Spiritual/Gospel Concert, a Blues Concert, and a Jazz Concert, as well as a World Music Concert that included Caribbean and Latin music. After the Blues Concert students wrote their own blues songs and performed them at the House of Blues for school mates, family and friends. Ms. deAlmeida also organized a field trip for arts students of the Chenery Middle School to Phillips Academy in Andover to see the exhibit Homecoming of William Johnson's paintings, illustrating the African-American experience.

For two months Ms. deAlmeida taught a unit on the Great Migration in collaboration with another teacher to a small group of eighth graders in a specialized education class. This course was focused around the Smithsonian Exhibit, *From Field to Factory*, and the class then visited the exhibit at the Boston Arts Center.

Ms. deAlmeida also taught a three-week summer school course entitled African-American Studies. which included the Great Migration and some work resulting from her research on African-American music.

**Sandra Dickerson.** English teacher, Cambridge Rindge & Latin High School, Cambridge
Research. Study of African-American Urban Women: 1900-1950, using letters, diaries, other primary sources, and fiction of Black women writers.
School Activities. Ms. Dickerson composed a long poem about the experience of a migrant, incorporating many themes from the Summer Institute. She read this poem with one of her students at a school assembly on the Great Migration (see T. Conward above.)

**David Johnson.** Social studies teacher, Boston Latin High School, Boston
Research. Analyzed the formation of the northern urban working class, including the effects of racial and economic oppression on its culture, social institutions, and world view. Especially focused on the process through which southern Black peasants became part of the urban working class in the North. Mr. Johnson grew very ill after the summer Institute and passed away before he was able to share his research with his classes. Fortunately, he enriched all of our lives during our month together and, for many of us, served as a powerful image of physical and intellectual courage.

**Viola Johnson.** English teacher, Boston Latin High School, Boston
Research. Studied female and male perspectives on the Harlem Renaissance, focusing on the effects of the Great Migration on the literature of Harlem residents and the effects of their literature on mainstream American culture. Developed materials for a secondary school English curriculum unit.
School Activities. Ms. Johnson developed a unit lasting several months that focused on migration/immigration themes for her 10th grade honors class in Advanced Composition and American Literature class. The unit culminated in a study of the literature of the Harlem Renaissance, with particular emphasis on female authors. Each student conducted independent research on one author which included study of the the author's biography, at least one book of the author's work, and a review of the critics' response to this author. Students produced an essay based on their research, and presented an oral critique of the author to the class. The class presentations prompted lively discussions of the merits of the written work, as well as debates about the views of critics. Critical responses from the time of the Harlem Renaissance were compared with contemporary views, and analyzed as expressions of the surrounding culture and climate. Ms. Johnson has prepared an extensive curriculum guide, which she is willing to share.

**Jane Kays.** Teacher, Mozart Elementary School, Boston
Research. Studied Black families who did not choose to migrate and the factors that held them in the South. Developed an interdisciplinary elementary curriculum unit; which anchored in three to four books for grade 4 children to study the Great Migration. Curriculum unit included interviews, charts of results, and murals.

School Activities. Ms. Kays taught a curriculum unit on the Great Migration to her fourth grade class, which was based on strategies presented at the Institute by James Banks: examning a period of history through the eyes of an individual participant. The class studied the life of Frederick Douglas and drew comparisons between his childhood in slavery and their own experiences. At the same time her class participated in a project called *Open Circle*, designed to build social skills and trust among members of the class. Within this supportive context the class discussed discrimination, both during the period of the Great Migration and today. As part of their study of migration, students conducted interviews with a family member or friend who had moved. Based on this data they prepared graphs about reasons for moving. Ms. Kays then presented information about why people chose to move or stay during the Great Migration and students constructed maps to trace migration routes. They read three of Mildred Taylor's books with special emphasis on themes from these stories that illuminate the Great Migration. To supplement Ms. Kays work, the art teacher in her school taught students about William Johnson's art. Ms. Kays' class also attended the *Field to Factory* exhibit.

**Joseph Kennedy.** Social studies teacher, West Roxbury High School, Boston
Research. The impact of the Great Migration on Boston--who came, from where (especially the "Rocky Mountain Connection" and North Carolina),and why the move to Boston occured later than to other cities. Also focused on the movement of Haitians and Jamaicans to Boston.
School Activities. Mr. Kennedy developed a unit for his high school U.S. history classes based on his research on the history of African-Americans in Boston during the period of the Great Migration and afterward. He prepared a packet of readings including the catalogue from the *Field to Factory* exhibit. Mr. Kennedy's students viewed and discussed a film comparing the lives of Booker T. Washington with northern blacks William Monroe Trotter and W.E.B. DuBois. He presented a series of lecture/discussions to his students on the Great Migration. His talks focused on "push/pull" factors as discussed by Spencer Crew and James Grossman. He talked about economic factors and showed the film *Miles of Smiles: Years of Struggle.* In conjunction with their study of the Harlem Renaissance, he showed a film on Langston Hughes. The second portion of the unit focused on the evolution of Roxbury, Massachusetts and the changes in Boston neighborhoods from the 1950's to the present. Students completed a study sheet for homework after each of these talks. Joe used data from this unit, e.g. growth of the African-American population in Boston during this century, to produce graphs and maps. The class related the historical material they were learning to current issues and problems in their own neighborhoods, e.g. dynamics between racial groups.

**Monica King.** Teacher, Martin Luther King, Jr. Elementary School, Cambridge
Research. Developed a year-long interdisciplinary curriculum for third graders related to the Migration. Located and developed materials on history, geography, art, literature, and music with particular emphasis on migration to Chicago and New York.
School Activities. Ms. King developed a rich inter-disciplinary curriculum unit for her third grade class which was the focus of their work over several months. Students learned about patterns of movement during the Migration, which they traced with colored yarn on a large wall map. Each student invented a migrant character, based on readings of letters from migrants. Students imagined where their character lived, what reasons he or she might have for leaving, what possessions would have been brought on the journey north, where the migrant settled in the north with what kind of housing and job situation. Students fashioned out of clay the possessions their migrant might have taken north and wrote letters from their imaginary migrant to friends and relatives back home. Students also studied the art of William Johnson, and made their own paintings based on his work. At the height of this unit, the classroom was aglow with colorful artwork, clay sculptures, maps, and samples of the children's imaginative writing about migrants.

**Leslie Kramer.** Teacher, Martin Luther King, Jr. Elementary School, Cambridge
Research. Developed an interdisciplinary curriculum on Migration. Particular interests focused on labor history--access to jobs, kinds of work, migratory routes, oral history, and the role of children.
School Activities. Ms. Kramer developed a series of detailed curriculum guides suitable for 5-fifth and sixth grade on multiple aspects of the Great Migration. One unit, called *Black Women, Men, Work During the Great Migration*, built on her independent research on labor and employment issues. Ms. Kramer identified selections from *Labor of Love, Labor of Sorrow* that could be assigned to students or could serve as a resource for teachers. The unit is structured around reading A. Philip Randolph aloud with students. This descriptive book provides a wealth of information about labor unions and segregation and contains many photographs. Other units Ms. Kramer has developed focus on literature, poetry, music, art, and photography as windows on the history of the Great Migration and the larger themes it raises. Ms. Kramer also attended

the National Endowment for the Humanities Institute on Africa at Boston University during the summer of 1993.

**Mary McCullough.** African-American Experience Teacher, Weston Middle School, Weston
Research. Impact of migration on black family life, both in the rural Soun (those who did not migrate) and the urban North, and features of family life that correlate with development of the skills and spirit for endurance. Identified primary sources and literature appropriate for teaching migration history to middle school students.
School Activities. As coordinator of the METCO program in her school system, Ms. McCullough does not usually teach a regular class of students. In order to teach a unit on the Great Migration, she collaborated with the seventh grade social studies teacher who usually teaches a unit on African-American history and a unit on prejudice. The usual history curriculum takes students through the Reconstruction. Ms. McCullough's unit focused on the period from 1910 to 1940. She took care not to foster stereotypical thinking that all blacks were poor or left the south. Students worked in cooperative groups on research about the Great Migration using original sources such as Black newspapers and journals and cassette tapes of oral history interviews conducted with Black migrants to Boston, as well as secondary sources. Ms. McCullough extended the Great Migration curriculum by arranging for five other teachers and their classes to attend the *Field to Factory* exhibit.

**William Murray.** Teacher, Winship Elementary School, Boston
Research. Use of literature across the curriculum to teach ideas related to the Great Migration. Developed a bibliography of fiction and non-fiction for children and a curriculum using a whole language approach.
School Activities. Mr. Murray taught the curriculum to his class that he had prepared during the summer, using the extensive, annotated bibliography of readings about African-Americans.

**Ivette Rodriguez.** Social studies teacher, Martin Luther King Middle School, Boston
Research. Concepts of beauty and impacts on women of color, including self-concept and socio-eco-political status. Particular emphasis on how African-American women coped with these issus during the Great Migration period.
School Activities. Developed and taught a unit on the Great Migration in her two U.S. history middle school classes, focusing on its effects on different groups of Americans. Her students are in bilingual Spanish classes and are themselves immigrants (mostly from the Dominican Republic). She translated materials into Spanish for this unit to complement the single page on the Great Migration in the textbook.

The unit began by comparing the reasons for immigration from the Carribbean and with migration from South to North to help students understand the Great Migration in relation to their own lives. It focused on: reasons for immigration, reasons for migration, development of Jim Crow laws, Ku Klux Klan during the period of the Migration and now, beauty ideals then and now with a focus on Madame C.J. Walker, jobs held by African-Americans at the turn of the century, blues and jazz during the 1920's, and family structures and communication patterns, and the influence of families on migrants.

Ms. Rodriguez translated some of the materials from the Institute into Spanish to share with her students. She thought students enjoyed the unit, and that it introduced them to information and perspectives that were completely new to them. It also gave her class some insight into relationships between Spanish Caribbean and African-American students in their school and neighborhood.

**Marceline Rogers.** English teacher, Manhattan Center for Science & Math High School, New York City
Research. Studied historical background of the Great Migration, with a focus on the role of women, in preparing a 20th Century Literature course for high school students.
School Activities. *"As I look back on the summer institute on the Great Migration one of the most important things I learned was to make greater use of visual arts in the high school."* Ms. Rogers took three of her American Literature classes to view the William H. Johnson exhibit at the Whitney Museum. Students then wrote about the relationship between one of the paintings and constrasted it to the idea of *The American Dream*. Ms. Rogers also took her students to The Negro Ensemble Company's *Colored Peoples Time* and discussed it in terms of the "push-pull" factors affecting the Migration.

Ms. Rogers led a workshop for fellow staff at her school on multiculturalism which was a major theme for the year. She used James Banks framework to engage the staff in an analysis of their school's approach to multiculturalism. *"I'm pleased to say that many staff members still check with me from time to time to assess any improvement."* She also collaborated with the American History teacher at her school to develop a unit on the Migration, using materials and ideas from the Institute. Ms. Rogers gave a slide presentation on the Great

Migration to her fellow faculty. This contributed to a decision to incorporate the Great Migration unit in all the American History classes at the school next year.

Building on what she learned from the Institute's visit to the National Museum for Afro-American Artists, Ms. Rogers created a new course in the English department called *Voices of Diversity*. As part of that class, each student decorated a colored square of fabric to represent their own heritage. These were joined into a beautiful quilt which was displayed in the school lobby and ultimately displayed in the New York City school superintendent's office. There the quilt was seen by a professor at the Cornell College of Humanities who will work with Ms. Rogers to integrate material from the Great Migration into his curriculum.

**Jane Skelton.** Reading/theatre teacher, Snowden International High School, Boston
Research. Role of Black women in regards to family life, education, politics, religion, and literature. Prepared a resource bibliography for teachers and students to use in conducting research for written papers and creative presentations.
School Activities. Ms. Skelton incorporated her research on the Great Migration into several aspects both of her own classes and of her colleagues' curriculum. During the fall term she worked with her reading class, mostly English as a Second Language students, on using oral history methods to tell the migration story of one of their female relatives. Students wrote stories based on their interviews and created a visual image that represented their story. The images were transferred to squares of fabric which was made into a quilt called *Migration Stories*. The quilt and excerpts from the students' writing were exhibited for the whole school.

Ms. Skelton used her independent research on women of the Harlem Renaissance in her work with another class. Students in this class developed a dramatic presentation called *Something Within*. Five female students presented the physical and emotional migration of African-American women starting with the great queens of the Africa and continuing through the South-North migration in the 30's. The students used poetry, narrative poetry, and music written by the women of these different time periods and places. The riveting portrayal of migration experiences was presented to other classes from the school and in the evening for the wider community. Teachers who attended the performance received a bibliography of resources excerpted for this production.

Ms. Skelton also worked with the language arts teacher in her school to incorporate material from the Migration Institute into her curriculum. She duplicated resource materials she had gathered during her research on women of the Harlem Renaissance, which the teacher used for a class presentation and for student research projects. Ms. Skelton also made a three-day presentation on "push-pull factors" in the Great Migration for a Black History class.

**Shirley Smith.** Teacher, Holland Elementary School, Boston
Research. Comparison of themes in the experience of those who participated in the Great Migration from South to North and those who immigrated from Barbados to Cambridge, Massachusetts. Used oral histories and local history resources, e.g. Cambridge African-American Heritage Committee, to compare the experience and interaction of these two groups.
School Activities. With responsibility for Social Studies Enhancement in grades K-5, Ms. Smith managed to integrate material and themes from the Great Migration Institute into many classes. She taught a unit to a second to fourth class on the Great Migration with a focus an Jacob Lawrence's paintings. She introduced background information about the cultural changes for African-Americans associated with migration to the industrial North including issues of racism, over-crowded housing, and changes in employment patterns. She also talked about the shapes, patterns, and colors that artists use to communicate specific ideas and emotions. Students then examined Lawrence's migration paintings, analyzing both the content and the features of the paintings themselves. Based on these discussions, the teacher provided more information about the Harlem Renaissance and its influence on the country as a whole. Students synthesized what they learned by producing paintings. For another class Shirley also used Willima H. Johnson's folk paintings and Homecoming Series and music of Louis Armstrong. The bilingual students in this class were engrossed by the theme of migration and the inclusion of visual and musical arts.

**Karen L. Thompson.** Art teacher, Longfellow Elementary School, Cambridge
Research. Analyzed the ideas expressed by Jacob Lawrence in his Great Migration paintings in relation to historical themes addressed during the Institute. Also focus on the Lawrence family, larger themes of family moves, and integration of music in an interdisciplinary art/history project.
School Activities. Ms. Thompson is an art educator who used the Jacob Lawrence Migration series of paintings as the focus of a unit for her students. The unit examined the Great Migration of African-Americans in relation to the migration or immigration stories of the students in the class. Many of them had moved to

Cambridge, Massachusetts from other countries and found the themes in Lawrence's paintings resonated with their own experiences. Students were taught how to look at the design, color, and themes of Lawrence's paintings to learn how to tell a visual story. Then Ms. Thompson asked students questions about their own lives--where they were born, where they had lived, how their family had traveled to Cambridge, what special traditions their families observe. With these ideas in mind, each student produced a personal migration series, including some paintings specifically in the style of Jacob Lawrence. Many of these colorful, evocative pieces were included in an art exhibit in the dining hall of the the Harvard University House which is a partner with Ms. Thompson's school.

**William Tobin.** Social studies teacher, Cambridge Rindge & Latin High School, Cambridge
Research. Focused on the 1919 Chicago Race Riot--causes, impact on African-Americans in Chicago, and on migration to Chicago. Collected materials for an interactive videodisc or computerized data base the Great Migration.
School Activities. Mr. Tobin developed a 6-week unit for his high school history class which focused on selected aspects of the Great Migration, including the Chicago 1919 Riot which was the topic of his independent research during the summer. Mr. Tobin assigned students a selection of materials from the institute syllabus, including a selection from James Grossman's **Land of Hope**, an article about Jacob Lawrence and other African American painters, a selection from **Labor of Love Labor of Sorrow** about Black women migrants, and the story *Big Boy Leaves Home"*to provide more information about life in the South. Students role played the characters in this story and Mr. Tobin reports, *"The feelings went deep."* Building on this foundation, Mr. Tobin divided his class into three groups. Each researched an aspect of Chicago's experience of the Great Migration--Black Chicago, the Riots of 1919, and the Commission on Race Relations. Student teams summarized their research by preparing 'cards' with Hypercard, a software program that links video, audio, and text information for multi-media presentations. Each team presented the results of their work to the other members of the class.

**Gregory Turpin.** Social studies teacher, Boston Latin High School, Boston
Research. Cultural retentions of African heritage carried from the South to Baltimore and on to Boston during the Great Migration. Studied texts on Africanisms and analyzed Baltimore and Boston newspapers regarding retention of Africanisms among migrants.
School Activities. Mr. Turpin developed a Great Migration Project as part of his high school course on Global Issues. He presented information to students about "push and pull" factors associated with the Great Migration and showed two video tapes to the class, *Praise House* and *Buffalo Soldiers*. Then each student completed a research project focused on the biography of someone who participated in or was influenced by the Great Migration. Students were required to conduct research in local libraries and to produce both a written paper and an oral presentation to the class about their research. Mr. Turpin sent copies of some of his students' papers including projects on Mari Evans, Lorraine Hansberry, Ralph Ellison, Margaret Walker, Naomi Madgett, and Zora Neale Hurston. Their papers demonstrate an understanding of the roots of the Harlem Renaissance and of its wide influence on American culture. Mr. Turpin plans to expand this unit for his course on American Civics.

**Peter Umans.** Teacher, R.W. Emerson Elementary School, Boston
Research. Analyzed the role of the Black press during the Great Migration, focusing on the *Chicago Defender* and the *Boston Guardian*- reflecting on--Why were the newspapers created, by whom, what needs did they fulfill? Compared the influence of these papers to those of newspapers today.
School Activities. Taught a short unit on the Great Migration to his fifth graders as part of their social studies curriculum. He had hoped to be more thorough but ran out of time with his class.) The students read copies of articles that appeared in the *Chicago Defender*, the *Boston Guardian*, and the *Baltimore Afro-American* during the period of the Great Migration. The class discussed themes in these articles, including living conditions in the South and the hopes that spurred some southern black people to move. A few of the students pursued research on the Great Migration using the *Field to Factory* exhibit catalogue as a resource. These students wrote reports, one of which was published in the school newspaper.

**Effie P. Williams.** Teacher, Fletcher Elementary School, Cambridge
Research. Focused on the role of Black women during the Great Migration: their reasons for moving, how the Great Migration affected their jobs and housing situations, what institutions (e.g. the church) and other factors helped them deal with the process of settling in their new city.

School Activities: Ms. Williams taught a unit in her fifth grade focused on the impact of the Great Migration on Black women. She organized cooperative learning activities for her students centered around the lives and activities of Zora N. Hurston, Madame C.J. Walker, and Ida B. Wells-Barnett. In conjunction with their study of the Harlem Renaissance, her class saw the exhibit of William H. Johnson paintings at the Addison Gallery. The class later participated in a Multicultural Program at the Martin Luther King, Jr. School in Cambridge. Four of her students won awards for their creative expression in projects resulting from their experiences at the William H. Johnson exhibit.

**Maudlin Wright.** Art teacher, Josiah Quincy Elementary School, Boston
Research. Analyzed the contributions of Black art during the Harlem Renaissance. Prepared a curriculum for fifth grade focusing on the Great Migration.
School Activities. As an art teacher, Ms. Wright gained special permission from her principal to develop an interdisciplinary unit on the Great Migration for 5th grade. This rich unit incorporated art, music, geography, social studies, and literature. Students began by studying the forced migration of Africans to North America and the legacy of African influences in traditions, music, folklore, and art. A significant part of the unit focused on the Great Migration including "push-pull factors" such as working conditions, education, and civil rights. They studied the effects of migration on family, community, regligion, and politics. Their study of the Harlem Renaissance featured William Johnson, including a videotape about his life and a field trip to view his paintings at the Addison Gallery in Andover, Massachusetts. Ms. Wright's students also traveled to see the *Field to Factory* exhibit. As part of their work on this unit, students kept reflective journals, made posters and paintings, and wrote and produced a play about a southern sharecropper family who move to Harlem. The play, titled *Why I Sing Why I Dance*, was presented to their entire school and featured students' artwork and choreography as well as their own script.

**Martha Zimmerman.** Social studies teacher, Lexington High School, Lexington
Research. History of the Brotherhood of Sleeping Car Porters.

# Appendix D

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# APPENDIX E

# GUIDE TO RESOURCES

# FOR THE

# STUDY OF AFRICAN-AMERICAN

# HISTORY AND CULTURE

# IN THE BOSTON AREA

**Compiled for**

**THE GREAT MIGRATION**
**THE GROWTH OF MODERN AMERICAN BLACK SOCIETY**

**A SUMMER INSTITUTE**
**JULY 1992**

SPONSORED BY

The W.E.B. DuBois Institute for Afro-American Research
&
The Educational Technology Center
of the Graduate School of Education

Harvard University

Compiled by
Michael Roy, Lisa Gregory, Kelly Stupple, and Jamie O'Connell

Funded by the National Endowment for the Humanities

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**Code** C-01

**Resource**

**BLACK PERIODICAL LITERATURE PROJECT**
**77 DUNSTER ST.**
**CAMBRIDGE, MA 02138**
**(617) 496-7403**

**Description** This project collects microfiche copies of African-American periodicals, catalogues them, and indexes them by author and title. The catalogue index is updated annually.

**Contact Person** Michael Roy, Director of Research

**Historical Sources** The project has a collection of over 150,000 pieces of fiction, poetry, book reviews and literary notices in 900 Black periodicals and newpapers published between 1827 and 1940.

**Activities**

**Other**

**Clients** The project's collections, catalogue, and indices are available to students, teachers and scholars.

**Code** C-02

**Resource**

**AFRICAN STUDIES CENTER**
**BOSTON UNIVERSITY**
**270 BAY STATE RD.**
**BOSTON, MA 02215**
**TEL: (617) 353-3673 FAX: (617) 353-4975**

**Description** The Center serves as a research center for African studies, providing space for seminars and for visiting scholars to work. The "Africa in Schools and the Community" program helps teachers develop curricula and do research on Africa.

**Contact Person** Barbara Brown, Director of "Africa in Schools and the Community" program and other outreach activities
James McCann, Director of the African Studies Center
Gretchen Walsh, Librarian
Joanne Hart, Department Administrator

**Historical Sources**

**Activities** The goal of the African Studies Center's outreach programs is to increase understanding of Africa beyond the University. The programs work with schools, publishers, the media, and museums. The Center has 2,000 slides (indexed for easy access), videos, lesson plans, materials for curriculum development, and social scientific and literary texts at child and adult levels. The program sponsors workshops and seminars throughout the year, including a summer institute.

**Other** The center publishes *Africana Bulletin*, a newsletter listing local and regional events.

**Clients** Open to teachers, scholars, and college students. Call the main office for permission to use the resources. There are some fees for book and video rentals.

**Code** C-03

**Resource**

**MUGAR MEMORIAL LIBRARY**
**BOSTON UNIVERSITY**
**DEPARTMENT OF SPECIAL COLLECTIONS**
**771 COMMONWEALTH AVE**
**BOSTON MA 02215**
**TEL: (617) 353-3696 FAX: (617) 353-2838**

**Description**

**Contact Person** Dr. Howard Gotlieb, Director of Special Collections
Margaret Goostray, Assistant Director

**Historical Sources** Collections relevant to African-American studies in the 20th century archives, Afro-American collections, African writers, BU archives related to Africa, and the Civil Rights.

**Activities**

**Other**

**Clients** Not open to the general public and grade school children except occasionally for specific programs. Access may be arranged by appointment.

**Code** C-04

**Resource**

**W. E. B. DUBOIS INSTITUTE FOR AFRO-AMERICAN RESEARCH**
**HARVARD UNIVERSITY**
**40 BRATTLE STREET**
**CAMBRIDGE, MA 02139**
**TEL: (617) 495-4192**

**Description** The Institute is a post-doctoral research center. It grants research fellowships to scholars and artists from all over the world.

**Contact Person**

**Historical Sources**

**Activities** The Institute has a small in-house library which contains reference materials such as the Schomberg bibliography, *Crisis* magazine, and encyclopedias and dictionaries relevant to African-American studies.

**Other** The Institute sponsors a weekly series of colloquia, working groups on various topics, and lectures and conferences.

**Clients**

**Code** C-05

**Resource** THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY MUSEUM
265 MASSACHUSETTS AVE.
CAMBRIDGE, MA 02139
TEL: (617) 253-4440

**Description** The museum serves as the historical museum for MIT for all non-paper collections. Its strongest collection is of photographs, which are catalogued by subject and name. There is a file on African Americans at MIT, and a file documenting minority programs at MIT. The museum charges for reproductions of collection materials.

**Contact Person** Warren Seamens, Director
Sally Beddow, Curator

**Historical Sources** Non-traditional archives, biographical information, photographs, drawings, memorabilia, instruments relating to MIT activities. The information on African-Americans at MIT in the Historical Collection is minimal, however.

**Activities**

**Other** The museum would assist research, possibly in connection with other MIT offices (i.e. Institute Archives, Alumni Association, Office of Minority Education).

**Clients** Open to the general public and by appointment.

**Code** C-06

**Resource** MASSACHUSETTS INSTITUTE OF TECHNOLOGY INSTITUTE ARCHIVES AND SPECIAL COLLECTIONS
CHARLES HAYDEN MEMORIAL LIBRARY
160 MEMORIAL DRIVE
CAMBRIDGE, MA 02139

**Description** Housing MIT's administrative records, this collection has no subject collections. There are records documenting minority recruitment efforts, as well as the papers of faculty and of students. They also have yearbooks and other ephemera, but the material is not organized along lines that would make research easy.

**Contact Person** Helen Samuels, Institute Archivist
Elizabeth Andrews, Reference Archivist

**Historical Sources**

**Activities**

**Other**

**Clients**

**Code** C-07

**Resource**

**NEW ENGLAND CONSERVATORY OF MUSIC**
**290 HUNTINGTON AVE**
**BOSTON, MA 02115**
**TEL: (617) 262-1120**
**FAX: (617) 262-0500**

**Description** The library has books and audio-visual materials on black music from around the world.

**Contact Person**

Laurence Lesser, President
Jean Morrow, Head Librarian
Calvin Hicks, Director of Community Services
Hankus Netsky, Chair of Jazz Studies

**Historical Sources**

**Activities**

Nightly concerts during school year.
Jazz department schedules concerts throughout the academic year that are open to the public and free of charge.

**Other**

Currently there are courses available on Afro-Caribbean music in the Third Stream Department. Library keeps tapes of all jazz department concerts.

**Clients**

**Code** C-08

**Resource**

**AFRICAN AMERICAN INSTITUTE LIBRARY**
**NORTHEASTERN UNIVERSITY**
**40 LEON ST.**
**BOSTON, MA 02115**
**TEL: (617) 437-4929**

**Description** The Institute's library houses a general collection of mostly secondary materials. It has both print and audio-visual (film, filmstrips, recordings) materials. Files document the history of Northeastern University's department of African American studies. The library has a juvenile collection.

**Contact Person** Rosalind Savage, Head Librarian

**Historical Sources**

**Activities**

**Other**

**Clients** Open to the general public

Code C-09

**Resource**

SCHLESINGER LIBRARY ON THE HISTORY OF WOMEN IN AMERICA
3 JAMES STREET, RADCLIFFE COLLEGE
CAMBRIDGE, MA 02138
TEL: (617) 495-8647

**Description** This library has an extensive collection of books written by and about American women. The library has a non-circulating catalogue of its African-American holdings.

**Contact Person** Patricia King, Director
Wendy Thomas, Public Service Librarian
Ruth Hill, Audio-Visual Coordinator
Paula Phipps, Education Consultant
Susan van Salis, Manuscript Processor

**Historical Sources** Tapes and manuscripts of interviews with African-American women from Black Women's Oral History Project. Curricular materials are being dedveloped from these data.

**Activities**

**Other**

**Clients**

Code C-10

**Resource**

SIMMONS COLLEGE ARCHIVES AND SPECIAL COLLECTIONS
SIMMONS COLLEGE LIBRARY
300 THE FENWAY
BOSTON, MA 02115
TEL.: (617) 738-3141
FAX: (617) 738-2099

**Description** The Simmons archives contain materials related to social work and social welfare, including records and annual reports of charities and other social welfare organizations from between approximately 1840 and 1945. Some of these served African-Americans. The archives also contain Simmons College's institutional records.

**Contact Person** Megan Sniffin-Marinoff, Archivist and curator
Artemis Kirk, Director of Libraries

**Historical Sources**

**Activities** Occasional exhibits

**Other** The archives occasionally publish materials to aid research in the collections.

**Clients** Collections open to teachers, scholars, college students, general public. Appointments recommended. The archives are open 8:30 a.m. - 4:30 p.m., Monday through Friday during the academic year, 8:30 - 4:00 in summer.

Code H-1

**Resource**

**THE BOSTONIAN SOCIETY**
**OLD STATE HOUSE**
**206 WASHINGTON ST.**
**BOSTON, MA 02109**
**TEL: (617) 720-1713**
**FAX: (617) 720-3289**

**Description**

The Society's library houses a variety of collections that are catalogued by subject, author, and title, as well as (depending on the collection) other criteria. These collections include books, photographs, maps, documents, and three-dimensional objects.

**Contact Person**

Joan Hull, Executive Director 720-3280
Patricia Crawford, Director of Administration 720-1713
Carolyn Hughes, Director of Collections 720-3296
Daniel Lewis, Visitors Service Manager, 720-3290
Philip Bergen, Librarian, 720-3285
Marilyn Solvay-Davis, Director of Education/Volunteers 720-3292
Antonetta DiGiustini, /Asst. Director/ Volunteers 720-3291

**Historical Sources**

Original editions of the poetry of Phyllis Wheatley, the hook by which John Brown was hung at Harper's Ferry, a number of broadsides written in Boston for fugitive slaves, a collection of original editions of *The Liberator*, and one of the original masthead press plates for *The Liberator*. In addition, the library houses original city directories from 1789, and city atlases (building by building) from 1867.

**Activities**

The Society co-sponsors the Boston Teacher's Training Institute, held each summer for Boston public school teachers. It also sponsors, twice a year, workshops for local neighborhood historical societies throughout the city. Topics range from preservation of materials to increasing membership. A yearly lecture and public programs series includes walking tours, and book and author nights.

**Other**

Publishes quarterly newsletter that responds primarily to members' interests. *The Last Tenement*, (1992) examines the West End, which was destroyed by urban renewal in the 1960's. In 1990 the Society and Dover Books, published a book with images of Boston from 1850 to 1918.

**Clients**

Open to the public

Code H-2

**Resource**

**CAMBRIDGE HISTORICAL SOCIETY**
**159 BRATTLE STREET**
**CAMBRIDGE, MA 02138**
**TEL: (617) 547-4252**

**Description** The Historical Society has a library and museum.

**Contact Person**
Warren Little, Director
Esther Williams, Administrative Assistant
Simon Doubleday, Resident Fellow
Thomas Deneberg, Resident Fellow

**Historical Sources** Original records of the East Cambridge Anti-Slavery Society, and back issues of the CHS journal, *Proceedings*, which covers Cambridge history and has been published since 1905.

**Activities** The Society offers lectures and walking tours, primarily of interest to adults, throughout the year. House tours are for any age, and school groups by appointment.

**Other** The Society publishes *Proceedings* , a journal of Cambridge history, and a newsletter.

**Clients** Open to the general public; please call prior to visit. The library can be used by high school students and by young students with supervision.

Code H-3

**Resource**

**CAMBRIDGE AFRICAN AMERICAN HERITAGE TRAIL, CAMBRIDGE DISCOVERY**
**859 MASSACHUSETTS AVENUE**
**CAMBRIDGE, MA 02139**
**TEL: (617) 497-1631**

**Description** The Cambridge African-American Heritage Trail Project is designed to educate people about the rich African-American history in Cambridge.

**Contact Person**
Rev. Jeffrey Brown, Principal Investigator
Charlotte Moore, Project Manager

**Historical Sources** The project has compiled a comprehensive listing of African-American historical sites in Cambridge.

**Activities**

**Other** The Project is developing family and teacher activity packets, bibliographies, and other background materials. It is also producing a full curriculum for Cambridge schools and a set of site markers.

**Clients** Material are available to the general public.

**Code** H-4

**Resource**

**HARRIET TUBMAN HOUSE OF UNITED SOUTH END SETTLEMENTS**
**566 COLUMBUS AVENUE**
**BOSTON, MA 02118**
**TEL: (617) 536-8610**

**Description** The Harriet Tubman House is a historical site that has a rich history in the Boston community. A resource center has on the life and work of Harriet Tubman. the collection includes books, periodicals, photographs, documents, and art.

**Contact Person** Freida Garcia, Executive Director

**Historical Sources** Specific resources include a videotaped interview with Tubman's 4th great-niece and a videotaped interview with members of the Harriet Tubman Club.

**Activities**

**Other**

**Clients** Open to the general public.

**Code** L-01

**Resource**

**COMMONWEALTH OF MASSACHUSETTS ARCHIVES AT COLUMBIA POINT**
**220 MORRISSEY BOULEVARD**
**BOSTON, MA 02125**
**TEL: (617) 727-2816**
**FAX: (617) 727-8370**

**Description** The Massachusetts Archives is the repository for the permanently valuable, non-current records of the Commonwealth and state agencies. The Archives arranges, preserves and makes accessible these records, which cover over 350 years of Massachusetts history.

**Contact Person** Barbara Robinson, 727-9268

**Historical Sources** The collections relate primarily to the 18th and 19th century. The major collections for early 20th century research are legislative records from Massachusetts General Court.

**Activities**

**Other**

**Clients** Open to public administrators, scholars, genealogists, and the public.

Code L-02

**Resource** BOSTON PUBLIC LIBRARY
666 BOYLSTON STREET
P.O. BOX 286
BOSTON, MA 02117
TEL: (617) 536-5400

**Description** The Boston Public Library has materials on various topics related to African-American history from the 18th century to the present, in the Government Documents, Music, Newspapers and Periodicals, Rare Books, Fine Arts, Prints, Children's, and Young Adults departments.

**Contact Person** Arthur Curley, Librarian and Director

**Historical Sources**

**Activities**

**Other** See the following entries in this guide for information on specific departments: L-4 (Fine Arts), L-5 (Music), L-6 (Newspapers and Periodicals), L-7 (Prints), L-8 (Rare Books), and L-9 (Young Adults and Children).

**Clients** Open to the general public Monday - Thursday, 9 a.m. to 9 p.m.; Friday and Saturday, 9 a.m. to 5 p.m.

Code L-03

**Resource** FINE ARTS DEPARTMENT OF THE BOSTON PUBLIC LIBRARY

**Description** This department houses strong historical and current book collections in art history, architectural history, design, and the decorative arts. It is a non-circulating, closed stack library.

**Contact Person**

**Historical Sources** File listing artists and architects who taught, studied, exhibited, or built in the region. The file also contains the papers of firms that worked out of Boston, but have since gone out of business. The file begins in the nineteenth century and is still being updated. It is one of the largest regional artist files in the country. Another file on buildings in Boston allows research on sites important to African-Americans in Boston.

**Activities**

**Other**

**Clients**

Code L-04

**Resource** MUSIC DEPARTMENT OF BOSTON PUBLIC LIBRARY

**Description** The collection of over 70,000 items includes musical scores, books, collections of songs, and single song sheets, which are all catalogued.

**Contact Person**

**Historical Sources** The material is particularly strong in 19th century vaudeville and minstrel music. The Brown Collection, from the personal collection of Allen A. Brown, an amateur musician and collector, was collected between the years 1894 and 1916, and contains 16,000 volumes. However, this material is not well indexed, and access is very limited due to the deteriorated quality of the material.

**Activities**

**Other**

**Clients**

Code L-05

**Resource** NEWSPAPER AND PERIODICALS DEPARTMENT OF THE BOSTON PUBLIC LIBRARY

**Description** This department holds 60 African American newspapers, reprints from sources such as the Schomberg Clipping File, Black Abolitionist Papers, and the FBI files of Malcolm X, Jesse Jackson, and others. It also has some census records.

**Contact Person**

**Historical Sources**

**Activities**

**Other**

**Clients**

Code L-06

**Resource** PRINT DEPARTMENT OF THE BOSTON PUBLIC LIBRARY

**Description** This department houses a series of collections of prints, photographs, and drawings that mostly relate to the history of Boston. Access is by subject, by name, and/or photographer.

**Contact Person**

**Historical Sources** The American collection contains political cartoons and caricatures relating to slavery. The Boston Pictorial Archive contains material documenting architecture and street scenes dating from the late 18th century to 1930. The portrait collection is mostly of political and literary figures, and runs from the colonial period through 1930. The Herald Traveler photo collection contains files from between 1920 and 1972, including files on Martin Luther King, Jr., school busing and early desegregation. The Prang collection has a collection of lithographs.

**Activities**

**Other**

**Clients**

Code L-07

**Resource** RARE BOOKS DEPARTMENT OF THE BOSTON PUBLIC LIBRARY

**Description**

**Contact Person**

**Historical Sources** School Committee records document early desegregation efforts in Bosto. Type-script essays from 1900 describe early prominent black figures. Of special note is the Hunt collection, which contains 2300 volumes and 1500 manuscripts from the 18th and 19th West Indies, Santa Domingo, and Haiti. This particular collection has not been well investigated, although a catalogue provides easy access to the material. This department houses a number of interesting and important collections. These include a collection of papers documenting abolitionist and anti-slavery movements, which are all well catalogued.

**Activities**

**Other** Files are catalogued by subject.

**Clients**

Code L-08

**Resource** YOUNG ADULTS' AND CHILDREN'S DEPARTMENTS, BOSTON PUBLIC LIBRARY
P.O. BOX 286
BOSTON, MA 02116
TEL: (617) 536-5400

**Description**

**Contact Person** Catherine Clancy, Head Young Adult Librarian

**Historical Sources**

**Activities** The staff provides library orientations that introduce students to research and general collections at the library, and teach research skills. The Young Adults' Room also hosts a number of other programs for young adults aged 12-18.

**Other** The Young Adults and Children's Departments have bibliographies of books on African-American culture and history for adolescents and children. The staff develops and collects bibliographies on a number of subjects, and compiles individual lists at library patrons' requests.

**Clients** Open to the public

Code L-9

**Resource** ARCHDIOCESE OF BOSTON
COMMONWEALTH AVENUE, BRIGHTON, MA 02135
TEL: (617) 254-0100
FAX: (617) 783-5642
OPEN: 10-4:30, M-F

**Description** The Archdiocese maintains records of Boston area parishes. These include maps, deeds, histories, correspondence files, and baptismal and marriage records. The best records start in 1907, when the records were centralized. The changes that Roxbury went through in the 1960s are well documented through the records of St. Richard's, a black parish. Special permission is needed to access these resources.

**Contact Person** Ronald D. Patkus

**Historical Sources** Archdiocese records include a small collection of materials on African-American Catholics in the archdiocese, who lived primarily in Roxbury. They also include some papers on the Blessed Sacrament Sisters, an order of religious nuns whose work focuses on African-Americans. They also have the Healy brothers' diaries. (The Healy brothers were priests in Boston in the 19th century. One become the first African-American Catholic bishop in the U.S.)

**Activities** Occasional outreach programs to area high schools and local parishes.

**Other**

**Clients** Open to the general public

Code M-1

**Resource** THE MUSEUM OF AFRO-AMERICAN HISTORY, BOSTON AFRICAN AMERICAN NATIONAL HISTORIC SITE
46 JOY ST
BOSTON MA 02114-4025
TEL: (617) 742-5415 FAX: (617) 720-0848

**Description** The museum focuses on the colonial period and the African-American community on Beacon Hill. The National Historic Site sponsors tours of sites related to African-American history in the Beacon Hill neighborhood. A library is associated with the museum.

**Contact Person** Monica Fairbain, Executive Director
Kenneth Heidelberg, Director
Bernadette Williams, Curator and Head Librarian
Charles Taylor, Education Director and Consultant

**Historical Sources**

**Activities** The museum periodically offers teachers workshops and school programs. The trail guides give special seminars throughout the year.

**Other** The museum publishes a newsletter, *The Museum-Smith Court News*, and a brochure for the National Historical Site. The museum has curricular materials for fourth and fifth grade--*The Source Book*--and for ninth grade--*The Black Chronicles*.

**Clients** Open to the general public. Tours by appointment and Friday through Sunday at 10:00 a.m., 12:00 p.m., and 2:00 p.m.

Code M-2

**Resource** MUSEUM OF THE NATIONAL CENTER FOR AFRO-AMERICAN ARTISTS
300 WALNUT AVE.
BOSTON MA 02119
TEL: (617) 442-8614

**Description** The Museum houses approximately 5,000 pieces, mostly work on paper, by artists with African ancestry from North America, the Caribbean, South America, Africa, and Europe. The African material tends toward the traditional and the European pieces are largely the work of American expatriates. There is also a very large slide archive available to researchers.

**Contact Person** Edmund Barry Gaither, Director
Gloretta Baynes, Education Director

**Historical Sources** Collections of African historical and contemporary art, slide archive open Tuesday through Sunday, 1:00 - 5:00 p.m., and by appointment.
Collection of historical and contemporary African-American art, open by appointment only.

**Activities** The Museum sponsors a number of programs, including exhibits, concerts, and educational workshops for the public. The gallery offers rotating exhibits of Museum pieces and borrowed works.

**Other** The museum has curricular resources available. Special presentations and tours for students or adult groups can be arranged by appointment.

**Clients** Open to the public

Code P-1

**Resource** AFRICAN & CARIBBEAN IMPRINT LIBRARY SERVICES
TEL: (508) 548-5378
FAX: (508) 548-6801

**Description** A commercial operation that provides an international clientele with publications from Africa and the Caribbean. They import and distribute books, magazines, and journals, and will order and attempt to locate any title requested from a database of over 150,000 titles. They have many titles on hand, and their collection covers a range of age levels.

**Contact Person** Christopher Boyd, Managing Director

**Historical Sources**

**Activities**

**Other**

**Clients**

Code P-2

**Resource** BLACKSIDE PRODUCTIONS
486 SHAWMUT AVENUE
BOSTON, MA 02118-1865
TEL: (617) 536-6900
FAX: (617) 536 1732

**Description** This organization produces documentary films, such as the film series, "Eyes on the Prize."

**Contact Person** Jack Mendelssohn, President
Judy Richardson, Education Director
Sabrina Perry, Department Administrator

**Historical Sources** "Eyes on the Prize" consists of 14 hour-long programs that document work for civil rights from 1954 through 1985. Educational institutions may purchase these one-hour shows through the Public Broadcasting System. The 14 one-hour programs are available at many department, book, and video stores throughout the country.

A series on America in the 1930's called the "Great Depression, 1929-41" and a 2-hour documentary on the life of Malcolm X are scheduled to air on public television in 1993.

**Activities** Blackside is developing teacher training workshops on using "Eyes on the Prize" in secondary school classrooms.

**Other** Blackside puts out a newsletter, "Eyes," and produces educational materials related to productions.

**Clients** Materials are available to the general public.

Code P-3

**Resource** ETHNIC ARTS CENTER OF SOMERVILLE
129 PEARL STREET
SOMERVILLE, MA 02145
(617) 628-5800

**Description** Library and museum

**Contact Person** Dora Tevan, Education Director

**Historical Sources**

**Activities** Occasional teacher workshops. Materials appropriate for teachers and group leaders of children and youth ages 5-14 years.

**Other** African cultural resources, local Afro-American artists list, brochure files, African artifacts, international dance troupe for children, Haitian cultural resource kit

**Clients** Each visit arranged individually and fees depend on use of materials.

Code P-4

**Resource** FACING HISTORY AND OURSELVES NATIONAL FOUNDATION
25 KENNARD ROAD
BROOKLINE, MA 02146
TEL: (617) 232-1595
FAX: (617) 232-0281

**Description** Facing History trains teachers, clergy, and other leaders on how to teazch and run discussions of painful and sometimes divisive issues that are raised by history. The program uses the collapse of the democratic Wiemar Republic and the rise of Nazism to exanine substantive and pedagogical issues. Some of the techniques are appropriate for studying the difficult moral questions that African-American history raises.

**Contact Person**

**Historical Sources** The book *Choosing to Participate* includes questions and curricular ideas on Ida B. Wells and the Civil Rights Movement.

**Activities** Leaders trained by Facing History incorporate the techniques into their classes and/or offer workshops in their local communities. Among the programs that Facing History offers are introductory presentations, workshops, institutes, and advance follow-up institutes for people who have already been trained. Facing History also runs in-service staff development and adult education programs, and the Facing History Human Rights Conference, which is held in Boston each spring.

**Other** The Facing History resource center lends out its materials. Facing History also publishes a series of books and periodicals. Call for a list of publications.

**Clients** This program is offered to the general public.

Code P-5

**Resource** **IMPACT II: TEACHER NETWORK**
**26 COURT STREET**
**BOSTON, MA 02108**
**TEL: (617) 635-9440**

**Description** Membership in Impact II enables teachers to disseminate curricular ideas and participate in activities that support professional exchange and the sharing of ideas.

**Contact Person** Barbara Locurto, Program Director

**Historical Sources** *Share the spirit: The Bill of Rights and Beyond, 1991-92* is a catalogue of demonstration programs.

**Activities** Impact II hosts curricular and demonstration workshops. They also award grants to teachers who develop curricula.

**Other**

**Clients** Open to public school teachers.

Code P-6

**Resource** **PRIMARY SOURCE**
**12 CORPORAL MCTERNAN STREET**
**CAMBRIDGE, MA 02139**
**TEL: (617) 661-8832**
**FAX: (617) 661-6113**

**Description** Primary Source is a center for multicultural Social Studies Resources. Resources include a lending library, materials for sale and professional development workshops & institutes.

**Contact Person** The office is staffed daily from 9-3 and is open by appointment 2 evenings a week.

**Historical Sources** The lending library includes materials on Africa, the Caribbean and African-American history.

**Activities** Primary Source sponsors & organizes summer and winter institutes on a variety of cultures within and without the geographic boundaries of the U.S. During the school year, a series of Saturday workshops offers training in such topics as using oral history in the classroom, dealing with stereotyping, and using artifacts and documents.

**Other**

**Clients** Available for K-12 teachers. The library is available to area teachers by appointment.